

EXPLORING THE HUMAN ENDEAVOR
NATIONAL ENDOWMENT FOR THE HUMANITIES

SUMMER SEMINARS AND INSTITUTES
FOR COLLEGE AND UNIVERSITY FACULTY

•{AN EVALUATION 1997–2011}•

*Compiled and written by the Division of Education,
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Founded in 1965, the National Endowment for the Humanities is an independent grant-making agency of the United States government, dedicated to supporting research, education, preservation, and public programs in the humanities.

EXPLORING THE HUMAN ENDEAVOR
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NATIONAL ENDOWMENT FOR THE HUMANITIES

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SUMMER SEMINARS AND INSTITUTES FOR COLLEGE AND UNIVERSITY FACULTY:

Evaluation 1997–2011

PREFACE

Where do professors in the humanities—in such fields as history, literature, and philosophy—go to renew their intellectual and professional lives, to connect with colleagues with shared interests, to reinvigorate their teaching, to advance their scholarship? For thousands of college and university faculty members, the answer has been, for nearly fifty years, the summer programs of the National Endowment for the Humanities.

In the late 1960s and early 1970s, the Summer Seminars and Institutes answered a profound national need for faculty professional development in the humanities. In the ensuing years, NEH has continued this service, bringing faculty members from across the country to study under noted experts in their fields. The participants hail from the full array of our country's institutions, represent differing career stages and interests, and in general embody the diversity of American higher education. Together they read, conduct research, discuss their teaching, offer each other supportive criticism, and forge personal and professional bonds that endure over years and even decades.

The Summer Seminars and Institutes create, in other words, a voluntary, productive infrastructure for scholars and teachers who would otherwise often work in isolation, without the benefits of collegiality. Faculty members benefit from deepened engagement in their fields; likewise their undergraduate students, who number well into the millions over the decades, benefit from teachers whose passion for learning enlivens the classroom.

Each year, NEH solicits written evaluations of the seminars and institutes from participants and conducts site visits to summer programs. These have consistently confirmed the value of professional development made possible by NEH grants. But until now there have been few comprehensive evaluations. The following study, which encompasses fourteen years (1997–2011), examines three key areas through broad as well as detailed questions. Do the Seminars and Institutes enhance the teaching of American undergraduates? Do these programs spur valuable research in the humanities fields? Do Seminars and Institutes energize communities of scholars who can advance the humanities in their institutions and beyond?

To these questions and others that follow from them, the evaluation seeks more than general affirmations; rather it solicits outcomes. Its reliance on firm evidence has helped reveal not only the lasting strengths of the programs but also a need for several modifications to adjust to changing times. These include expanding the pools both of participants and directors of programs in order to reflect new demographic realities in higher education; heightening emphasis on teaching, digital resources, and institutional courses of study; and adjusting the format and duration of Seminars and Institutes themselves. These measures will ensure the continued success, amply documented here, of Summer Seminars and Institutes for College and University Faculty in enriching the humanities at their principal address, our institutions of higher education.

EXECUTIVE SUMMARY

The following report summarizes the evaluation of the NEH Division of Education survey of participants and directors of Summer Seminars and Institutes for College and University Faculty, covering the odd years between 1997 and 2011—a fourteen-year time span. The Summer Seminars and Institutes are two- to five-week residential programs held at college and university campuses or at cultural institutions, serving between 16 and 30 faculty members who apply to participate, and directed by noted scholars on topics of their expertise. In a typical year, NEH supports 40 to 50 Seminars and Institutes, with about five hundred faculty members as participants. Over the 14 years surveyed, faculty participants were drawn from 817 colleges and universities from all states and territories. Altogether, these participating faculty taught about seven million students during the period covered.

The survey, taken voluntarily, was divided into sections on teaching, research, and service and advancement, and focused wherever possible on outcomes. It garnered a 48 percent response rate from participants and a 65 percent response rate from directors—in all, about 1,600 individual responses. Most questions included a comment box, which altogether generated more than 450,000 words from survey takers.

The analysis and evaluation set forth here is therefore greatly truncated, but the evidence nevertheless supports a few firm generalizations. First, there is virtual unanimity of praise for these long-standing programs. Second, there are numerous examples of tangible outputs cited. And third, the written comments and scaled responses testify to the success of Seminars and Institutes in their stated goals. These are to:

- focus on important topics, texts, and questions in the humanities
- enhance the intellectual vitality and professional development of participants
- build a community of inquiry and provide models of excellent scholarship and teaching
- promote connections between teaching and research in the humanities

These goals are being met, as confirmed by evidence documented in the pages of this report and in the tables showing responses to survey questions. Several findings point to potentially desirable modifications in Seminars and Institutes, which are addressed in the final pages of the report. First, the pool of participants in NEH summer programs draws heavily from tenure-track and tenured faculty members and less often from non-tenure-track, contingent, part-time, or adjunct faculty and community college faculty. Second, the pool of project directors¹—the lead scholars—is imbalanced in gender distribution, with men much better represented than women; further, in the 14 years studied, the number of women directing Seminars and Institutes has not risen, despite the increasing prominence of women both numerically and professionally in academia. Third, some participants report that they translate their experience into new courses and curricular materials, including digital resources, but in this and other respects the summer programs do not appear to support undergraduate teaching as much as they could. Fourth, the originally distinct purposes of Seminars and Institutes—the former principally supporting scholarly research and the latter undergraduate teaching—have fallen away, raising the question of whether the dis-

¹ In this document, the term “project” refers to an individual Seminar or Institute and “director” to the convening scholar.

tion is now, for better or worse, mainly one of format. Beyond these concerns, the overall success of the summer programs is broadly attested in the responses to the survey questions. Interestingly, of the stated goals, the most important to those surveyed appears to be the building of communities of inquiry—the sense of belonging and connection to other humanities faculty members that endures beyond the summer experience, an enduring dimension of professional life that is not especially susceptible to quantification, although the sheer volume of testimony surpasses the merely anecdotal. The survey shows that other programmatic goals are hardly less significant or less fully realized.

SECTION ONE | BACKGROUND

INTRODUCTION

In early 2013, the Division of Education Programs at the National Endowment for the Humanities undertook a comprehensive evaluation, covering the years 1997 to 2011, of the division's two longest-running programs, NEH Summer Seminars and Institutes for College and University Faculty. (NEH Summer Seminars and Institutes for Schoolteachers, begun in 1983, were not examined here.) Since the late 1960s NEH Summer Seminars and Institutes (occasionally abbreviated as S & I) have provided two- to eight-week opportunities for 12 to 30 higher education faculty members to gather for concentrated study in a residential setting under the guidance of authorities in their fields in the humanities—that is, history, literature, philosophy, religion, and ancient and modern languages. Seminars and Institutes often take place on college or university campuses or at other locations that offer research materials, such as archives and collections, and/or proximity to historic sites. (The full range of topics studied in Summer Seminars and Institutes may be found in insets in the following pages and in comprehensive form in Appendix B.)

The goals of the Seminars and Institutes programs are broadcast in the annual public announcement of the coming summer's projects. NEH Summer Programs:

- focus on important topics, texts, and questions in the humanities
- enhance the intellectual vitality and professional development of participants
- build a community of inquiry and provide models of scholarship and teaching
- promote connections between teaching and research in the humanities

As the results of this evaluation show, NEH Summer Seminars and Institutes achieve these goals exceedingly well. In so doing, they support advancement in scholarship and answer the needs of about five hundred participating undergraduate teachers each summer, who over the period surveyed are estimated to have taught a total of about seven million students. Although a few foundations and educational institutions offer similar programs, the National Endowment for the Humanities is the preeminent supporter of professional development for the nation's humanities faculty members.

What roles do NEH Summer Seminars and Institutes play in the careers of college and university humanities faculty members? Attorneys, psychologists, medical doctors and nurses, and many other licensed professionals have continuing education requirements set by states or professional associations. Yet college and university faculty members have no similar

requirements, even though the enhancement of their knowledge and skills would benefit their research, their students, their profession, and the American public at large. NEH summer programs provide a vehicle to answer this evident need.

To this end, NEH Seminars and Institutes emphasize different but complementary functions. Seminars are led by one or two distinguished faculty directors, with the principal aim of advancing the scholarship of a small group of participants (12 to 16), whereas Institutes principally aim at improving the teaching of a given undergraduate subject by 25 to 30 participants, with visiting faculty providing a variety of perspectives. In practice, however, the two programs overlap: Seminars support teaching and Institutes promote research; their difference lies in emphasis.

NEH summer programs go through rigorous review before the best applications are funded. Institutions apply to the Endowment at an annual deadline, before which applicants often seek the advice of Education Division staff members on how to strengthen their proposals. The applications are reviewed by outside peer evaluators and the National Council on the Humanities, the Endowment's advisory body, before final decisions are made by the NEH Chairman. (The National Council and the Chairman are nominated by the President and confirmed by the Senate.)

Once projects are funded, directors work with division staff as they prepare to offer their Seminars and Institutes. College and university faculty members who wish to participate in the coming summer's Seminars and Institutes apply directly to the institutions hosting the projects, which, in turn, conduct a rigorous selection process using NEH guidelines. The numbers of applicants to participate in these programs have nearly always been well in excess of the available spaces. Further, the rate of satisfaction with the summer experience has consistently been extraordinarily high, as demonstrated in participants' evaluations immediately following their Seminar or Institute, and as the evidence detailed in this document attests.

EVALUATION DESIGN AND METHODOLOGY

This evaluation of the Seminars and Institutes programs covers the eight odd-numbered years between 1997 and 2011—namely, 1997, 1999, 2001, 2003, 2005, 2007, 2009, and 2011—or the entire period during which the Seminars and Institutes were administered by the Division of Education Programs. The evaluation examines the extent to which the programs have been meeting their stated goals, with an emphasis throughout on outputs—that is, tangible, verifiable, or documented results—within this 14-year time frame.

The evaluation draws on two surveys, one of participants and one of project directors. Invited respondents included all participants and directors from the program years listed above. These two surveys were collected via a web-based tool from February to May of 2013. The participant survey consisted of five sections: Demographic Information; Teaching (8 questions); Research and Publication (9 questions); Professional Development (6 questions); and Concluding Questions (2). Each question aimed to measure the effectiveness of a well-defined aspect of the program with respect to its stated goals; each question also provided space for (and encouraged) written elaboration. Most questions called for a five-point scaled assessment of the value of the Seminar or Institute; several questions were multiple choice with non-mutually exclusive response options.

The project director survey sought demographic information and responses in four sections: Questions for the Director (3); Questions about Participants (3); Questions about the Field (2);

and Concluding Questions (2). (See Appendix A for the survey questions.)

In both the participant and project director surveys, respondents were asked to grant or withhold permission for NEH to quote their written comments and/or use their name and/or institutional affiliation. (Across these groups, an average of 81 percent granted permission.)

The Division of Education Programs was gratified by the response rate in both surveys: for participants, 48 percent; for directors, 65 percent. These rates were especially impressive considering that the two oldest suites of Seminars and Institutes surveyed had occurred more than fifteen years ago.

Indeed, it is difficult to convey the sheer volume of data and textual evidence the division confronted once the surveys closed. The written responses came to more than 450,000 words typed into 10,590 comment boxes, with an average of 334 words (or twenty sentences) per Seminar or Institute participant. This volume made analysis of the numerical data and written evidence both difficult and easy. On the one hand, the high response rate and the large actual number of responses provided a greater understanding of the many perspectives of the participants. On the other hand, the surfeit of written comments on every question made it difficult to summarize and choose illustrative examples.

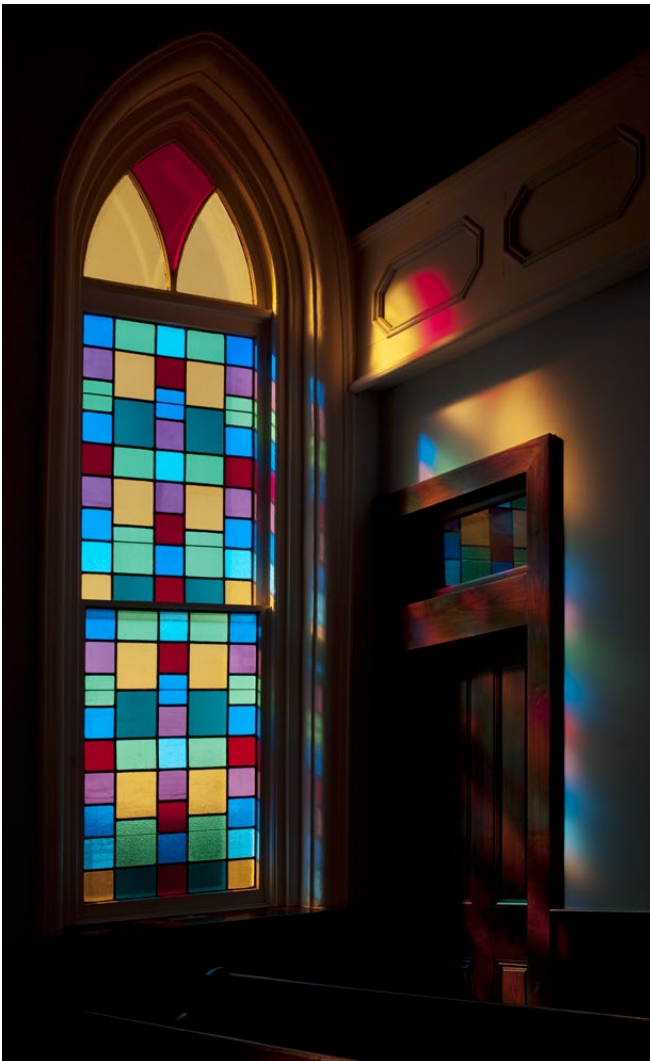
Out of a total pool of 2,933 Seminar and Institute participants, 1,419 completed the survey, for a 48 percent response rate, as noted. The response rate for the earliest year—1997—was about the same as for later years, with only one exception: The response rate for 2011 Institutes was nearly double the average.

Out of a total pool of 207 project directors, 135 completed the survey, for a 65 percent response rate. Project directors proved even more willing to provide written responses, with 85 percent of them elaborating on the questions posed to them. The survey yielded 1,037 comments from Seminar and Institute directors, who wrote as glowingly as participants did—and typically at greater length.

Both participants and project directors, then, extolled their experience in the Seminars and Institutes programs, but one caveat must be noted. Several survey questions asked about specific outputs resulting from participation in NEH Summer Seminars and Institutes, ranging from new courses and curricular materials to publications and conference presentations. Many respondents provided extensive lists of such activities and accomplishments, not only those they had worked on during their Seminar or Institute, but also those that had been in some way influenced by their NEH summer program. This distinction opened up the question of the degree to which an outcome is attributable to the NEH experience. The question could be answered only by participants themselves. One thoughtful observation was made by a 2003 Institute participant, whose opinion was echoed by others:

The difficulty with all of these questions arises with the phrase, “as a result of your participation in the Institute.” I realize that you are wanting some concrete and causal relationships . . . , but really, everything I have done since then (and since the other NEH institutes and seminars I have attended) has been influenced by those experiences funded by the NEH. The value of these experiences is incalculable for improving the depth of knowledge, the quality of teaching, and the rigor of research. The NEH has been my intellectual life blood for a long time.

The Division recognizes the difficulty identified here and has chosen to respect the survey respondents’ claims by including both direct and indirect results in the analysis which follows.



FAR LEFT: KING MEMORIAL BAPTIST CHURCH & PARSONAGE, WHERE MARTIN LUTHER KING JR WAS PASTOR.

ABOVE: SELMA-TO-MONTGOMERY MARCH, 1965.

OPPOSITE: AFRICAN-AMERICAN SOLDIER IN UNION INFANTRY SERGEANT'S UNIFORM, CA. 1864.

—images, Library of Congress

African American Struggles for Freedom and Civil Rights, 1865–1965 • Black Film Studies: Integrating African-American Cinema into the Arts and Humanities Curriculum • Roots: The African Dimension of Early American History and Culture • Slaves, Soldiers, Rebels: Currents of Black Resistance in the Tropical Atlantic, 1760–1888 • Social and Economic History of the Plantation Complex

DEMOGRAPHIC ANALYSIS

The survey collected information that leads to certain findings about the demographic and professional characteristics of participants and directors of NEH Summer Seminars and Institutes. See Appendixes C and D for further information.

For participants, key findings are:

- Participants came from all fifty states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands, with numbers generally reflecting overall state populations and the concentration of institutions of higher education.
- Participants in both Seminars and Institutes were drawn from the full scope and variety of American academic institutions. No single sector predominates. Participants hailed from private liberal arts colleges, religious institutions, Historically Black Colleges and Universities, Hispanic-serving institutions, Tribal Colleges and Universities, regional campuses of state university systems, flagship state universities, and mid- and top-rank research universities. Participants from public institutions constituted a clear majority overall, but private colleges and universities were well represented.
- Although individual community college faculty members wrote extensively in their comments on the survey, relatively few participants came from community colleges.
- Female faculty participated at greater rates (54 percent) than male faculty (46 percent) in Seminars and at even greater rates (57 percent versus 43 percent) in Institutes. According to Humanities Indicators, in 2004 (the last year for which data are available), female faculty had risen to just short of 50 percent of humanities positions overall, to 35.6 percent of tenured positions, to 48.6 percent of tenure-track positions, and to 56.8 percent of non-tenure-track positions. These numbers suggest that the S & I program participation rates by gender are roughly tracking the increase in female and decrease in male academic employment.²
- Participants in both Seminars and Institutes held full-time appointments by a wide margin—just over 85 percent. About 8 percent were on non-tenure-track appointments. Only about 4 percent reported holding part-time appointments; fewer than that, 2 percent, reported that they are retired but still teaching; and just over 1 percent identified themselves as independent scholars, who are eligible to participate in NEH summer projects. These numbers indicate that the Seminars and Institutes programs are not drawing faculty on “contingent” or part-time or adjunct appointments—a group that constitutes, as noted, the majority and in some cases the substantial majority of humanities instructors at the college level.
- Participants in Seminars and Institutes taught an average of six courses per year, which is a typical teaching schedule for a tenure-track or tenured faculty member at a teaching-intensive institution. (At wealthy and research-intensive institutions, a tenure-track or tenured faculty member is likely to teach four, three, or two courses per year.) Eighty-five percent of respondents reported that they taught between three and ten courses—a typical lower and upper range. The number of participants who reported the lightest teaching responsibilities—one to three courses per year—came to about 11 percent.

² Female Faculty as a Percentage of Tenured, Tenure Track, and Nontenure Track Postsecondary Humanities Faculty, 1988–2004 (III-13b) (2008).

<http://www.humanitiesindicators.org/content/indicator.doc.aspx?i=316>

- Participants' teaching careers spanned as few as one and as many as 50 years. Two thirds of the participants reported between 5 and 25 years in the classroom, with largest groups drawn from those with 11 to 15 and 16 to 20 years of experience. Those with one to five years and 41 to 50 years of teaching experience were the least likely to participate. This distribution, concentrated in the middle range, reflects the original purpose of the programs, which has been to renew and reinvigorate long-term, committed classroom teachers and scholars.
- Participants provided information about their academic position or rank at the time of their Seminar or Institute and at the time of the survey. The participants' reports on their current positions reflect traditional career progress, marked by increases in academic rank for tenure-track and tenured professors.

SEMINARS AND INSTITUTES in

ANCIENT CIVILIZATIONS



An Introduction to Daoist Literature and History • Andean Worlds: New Directions in Scholarship and Teaching • Middle East between Rome and Iran: Early Christianity and the Path to Islam • Oaxaca: Crossroads of a Continent • Roman Religion in its Cultural Context

MADONNA AND CHILD WITH SAINT JOHN THE BAPTIST,
SAINT PETER, AND TWO ANGELS, C. 1290 —*National Gallery of Art*

SANTO DOMINGO CHURCH, OAXACA
—*Liliana Saeb, Flickr Creative Commons*

For project directors, key findings are:

- The faculty appointments of project directors of Seminars and Institutes were heavily concentrated in well-regarded doctorate-granting schools, indicating that the two programs succeed in their goal of giving participants the benefit of study with leading scholars in their fields. Project directors hailed from public institutions (75 percent) and private institutions (25 percent) and 33 states and the District of Columbia. Ten percent of project directors came from the Ivy League (Brown, Columbia, Cornell, Harvard, Pennsylvania, Princeton, and Yale); 11 percent came from the Big Ten (Illinois, Michigan, Nebraska, Northwestern, Ohio State, Purdue, and Wisconsin); and most of the rest came from distinguished research institutions: University of Arizona, Boston University, University of California at Irvine, University of Chicago, Claremont Graduate University, Georgetown University, University of Hawaii, Johns Hopkins University, New York University, University of North Carolina at Chapel Hill, University of Notre Dame, University of Pittsburgh, Rice University, University of Rochester, Rutgers University, University of Southern California, University of Utah, University of Virginia, Stanford University, Washington University, and Wesleyan University. Four project directors held senior non-university appointments—for example, at the American Historical Association, the Folger Shakespeare Library, and the Newberry Library. (The complete list is in Appendix D.)
- Among NEH project directors, men outnumbered women by nearly three to one. This gender ratio in part reflects the long-standing predominance of men in the senior academic ranks at leading universities, the population from which project directors are mainly drawn. A relevant comparison is the number of women in tenured humanities faculties nationwide. In 2004, women held approximately 36 percent of tenured faculty positions, according to Humanities Indicators; but it is important to note that this figure captures all institutions, whereas NEH project directors are distinguished scholars, typically employed, as noted, at leading doctorate-granting institutions.³ That said, over the 14-year period of the survey, the number of women directing projects changed little; it does not mirror the increasing presence of women on humanities faculties in general or in prominent positions.
- Project directors tended to repeat the offering of their Seminar or Institute in subsequent years during the period covered in the survey, ranging from repeating once to repeating as many as 13 times (often with modifications of content and sometimes with change of title). The average number of offerings was higher for Seminars, at 2.5, than for Institutes, at 2.1.

³ Female Faculty as a Percentage of Tenured, Tenure Track, and Nontenure Track Postsecondary Humanities Faculty, 1988–2004 (III-13b) (2008).

<http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=316>



SEMINARS AND INSTITUTES in

GOVERNMENT

- Human Rights in the Age of Globalization
- Law, State, and Individual in Ancient Greece, Rome, and China
- Post-Communist Experience: The First Decade
- Rule of Law: Legal Studies and the Liberal Arts
- Terror and Culture: Revisiting Hannah Arendt's *Origins of Totalitarianism*

TOP, LEFT: 2006 COMMEMORATIVE STAMP OF HANNAH ARENDT
—Wikimedia Commons

BOTTOM LEFT: PRESIDENT GEORGE H. W. BUSH SIGNS THE AMERICANS WITH DISABILITIES ACT ON JULY 26, 1990.
—National Archives

SECTION TWO | SURVEY RESULTS

Part One: Communities of Inquiry

The single most prominent theme running through the survey responses by participants and project directors is the power and persistence, often over many years, of the mutually supportive groups of teachers and scholars created within each Seminar or Institute. The survey provided abundant confirmation that NEH Summer Seminars and Institutes have succeeded in building “communities of inquiry.”

- Among project directors, 89.5 percent reported that their Seminar or Institute had created a community of inquiry to a “great” or “considerable” extent.
- Among the participants, 83 percent responded that the communities of scholars and teachers in their Seminars and Institutes contributed importantly to their professional careers.

The respondents consistently credit these communities of inquiry with the advancement of knowledge and the enhancement of intellectual vitality, both of which are core goals of the Seminars and Institutes programs.

Advancement of Knowledge

The communities of inquiry begin to take form when directors, visiting faculty, and participants come together during the summer meetings of the Seminars and Institutes themselves. During their face-to-face interactions, these individuals engage in presentations and exchanges of ideas toward their common advancement both in foundational and specialized knowledge in the humanities. Susan Eileen Dinan, a history professor at William Paterson University in New Jersey, wrote about her experience in a 2009 Seminar on disease and disability in the Middle Ages: “The Seminar helped to make me a more informed and better thinker. I learned a great deal from the directors, who were exceptional, the visiting faculty, and my fellow participants. Not only did I learn about specific topics from the readings and presentations, but I got a solid big-picture view.”

The quality of exchange and collegiality fostered in Seminars and Institutes programs was repeatedly singled out for praise by directors and participants. These testimonials are representative of hundreds of others:

- NEH Seminars and Institutes have tended to counter the common image of humanities professors as solitary players. Russell Berman of Stanford University, a six-time director of NEH Seminars on German culture, applauded how “they replace intellectual isolation with intellectual partnership and provide exposure to academic expertise. These resources, which support the common study of humanities topics and texts, stimulate the growth of knowledge in a multitude of ways.”
- NEH Summer Seminars and Institutes have provided a communal and collegial intellectual climate that is rare in academe. Stephen C. Behrendt of the University of Nebraska-Lincoln, who has directed Seminars on British literature of the Romantic period, described an atmosphere that is “less anxiety-laden” than university culture. His participants reported an “intense but still collegial atmosphere in which competition was less important than [the] collaborative exploration of ideas.”
- Project directors have offered excellent models of how to create and maintain a collegial learning environment. Anne MacMaster of Millsaps College in Mississippi reflected on her 2007 Seminar on James Joyce’s *Ulysses*. “One of the intangibles that I got from my participation in this seminar was [Director] Kevin Dettmar’s example of what mentoring and collegiality really are. . . . From Kevin’s example, I learned to be a much better chair of my department than I could have been without this experience of the seminar.”
- Major benefits of the learning communities created in NEH Seminars and Institutes came from insights drawn from unfamiliar fields. For example, Lois J. Martin, who attended an Institute on the history and culture of Mayan people of Central America, observed, “One of the most valuable components was the mix of scholars. Because of interchanges with colleagues in different fields (especially in archaeology, the history of science, and literature), my understanding of these fields has grown.”

Evidence from the survey affirms further that such a quality of exchange does not end with the summer session of a Seminar or Institute. Rather, it endures year after year. Productive scholarly networks are regularly formed in Seminars and Institutes. Amy Ongiri of the University of Florida, who took part in a 2005 Institute on African cinema, wrote, “Some of the people that I participated with have become close and valued friends. Others have helped me to develop scholarly work and interests that have helped me to publish and get tenure. It is a

little surprising to me how many of the participants I am still in frequent contact with. That network is invaluable to me.” A testimonial by project director Martha Vicinus of the University of Michigan noted that “in the ensuing twenty years [after her Seminar], we have had two reunions, one at the Southern Conference on British Studies in New Orleans and a second one in Boston . . . for a weekend devoted entirely to meeting and sharing our work.” Vicinus cited example after example of “long-term benefits,” including books and articles, conference panels, career advances, and institutional initiatives. She noted examples of how seminar leaders like herself “so often learn from their participants.”

The survey questions related to communities of inquiry supported these characterizations of long-term vitality enduring across time and geographical distances. Among the participants:

- 76.2 percent of respondents noted that they continue to exchange knowledge and resources to enhance their academic expertise
- 54.3 percent offer or receive guidance or support regarding publication, teaching, or academic service
- 42.6 percent of the respondents provide others with guidance or support regarding career advancement
- 37.1 percent collaborate on research, teaching, or professional programs

In their comments, participants often detailed the ways in which collegial exchange and community support continued in the weeks, months, and years following the summer program. Describing this continuing activity, Kathleen E. Kennedy of Pennsylvania State University-Brandywine, who participated in a Seminar on the impact of book publication during the Protestant Reformation, wrote, “We share work with each other and strengthen each other’s scholarly writing (publications and grant proposals) on a regular basis. . . . We also come together online and share ideas about teaching.”

Typically using websites, e-mail, and conference presentations, alumni of NEH Seminars and Institutes:

- discuss humanities questions and subject matter by sharing knowledge and resources within and across academic disciplines
- share syllabi, course assignments, and ideas to enhance undergraduate teaching
- invite one another to lecture and teach at each other’s campuses
- support each other through reading drafts and providing feedback and identifying opportunities for publication
- mentor one another on matters of career development, including writing reference letters
- inform one another of opportunities for conferences, collaboration, funding, and jobs



African Cinema • Built Environment of the American Metropolis: Public and Private Realms, 1900–2000 • Cathedral and Culture: Medieval York • Recapturing the Renaissance: Cervantes and Italian Art • Working from Community: American Indian Art and Literature

ABOVE, LEFT: APSAROKA MOTHER AND CHILD —Edward Curtis, Library of Congress

ABOVE, RIGHT: NYC SKYSCRAPERS —Unsplash

Intellectual Vitality

The generation of intellectual vitality is a key stated goal of the Seminars and Institutes program. With 90.9 percent of participants reporting it as a chief outcome of their experience, it is also one of the programs' greatest successes. Participants described the rejuvenation and energizing of their intellectual lives as "profound" and "powerful." Janice Simon of the University of Georgia commented, for example, that attending a 1997 Institute "was one of the most enlightening and exciting intellectual experiences that I have had in my 25 years of teaching."

This new and energized knowledge carries forward in the participants' daily working lives in teaching and research. Historian Don Edward Walicek of the University of Puerto Rico-Rio Piedras stated quite plainly that the 2009 Institute on "Slaves, Soldiers, Rebels: Black

Resistance in the Tropical Atlantic” made him “a better educator and researcher.” Daniel Cooper Alarcón, an English professor at the University of Arizona who participated in a 2007 Seminar comparing literary works across the Americas, observed that “the biggest impact the seminar had for me was it reinvigorated my enthusiasm for both teaching and scholarly research.” Sally Drucker of Nassau Community College, a participant in a 2005 Institute on women writers in the Renaissance, explained the impact of this increased intellectual energy more broadly. “The result of [the NEH summer experience] is a ripple effect,” she wrote. “Beneficiaries of the Institutes are also an attendee’s students, colleagues, readers of published work, and audiences at presentations.”

These are only a few among hundreds of examples that make it clear that participants teach with more energy and clarity, publish with a higher quality and quantity, and take part in academic life with greater vitality and enthusiasm as a result of having attended an NEH Seminar or Institute.

Part Two: Teaching in NEH Seminars and Institutes

The Seminars and Institutes programs have historically emphasized renewing and reinvigorating the craft of undergraduate teaching by long-term, committed classroom professors and instructors. Survey results confirmed as much:

- A very large number (81.8 percent) of participants indicated that their Seminar or Institute was of “great” or “considerable” value to their teaching;
- 85.3 percent of the respondents reported an increased mastery of subject matter, including the development of foundational knowledge useful for frequently taught courses in the undergraduate curriculum.

Abigail McGowan, a history professor at the University of Vermont, was one among many who wrote eloquently about the impact of their NEH summer experience on their knowledge and their teaching. “I regularly teach a course on the history of the Himalayas, which is not my area of specialty. The institute [on Buddhism in Tibet] totally changed everything I did in the course, giving me new understandings of core topics, access to new readings and interpretations, and deepening my own knowledge of the history and politics of this region. I use portions of materials covered in the institute in literally every day of my course on the Himalayas.”

Respondents indicated specific ways that their participation in NEH Summer Seminars and Institutes improved their teaching. These included:

- strengthening of existing humanities courses
- creation of new courses and new undergraduate curricula
- integration of new humanities resources into teaching, including an increased use of digital media

Participants emphasized how the program renewed their teaching at a helpful juncture in their professional lives. Many college and university faculty members come to NEH summer programs at mid career. These participants, who have always formed the core audience

for Seminars and Institutes, noted their intellectual revitalization and greater excitement about the classroom. Invoking such terms as “profound,” “life-changing,” “enriched,” and “transformed,” respondents valued the opportunity for reflection, connection, exchange, and debate as something precious and rare. But participation was beneficial for younger teachers and scholars as well. Taking the Institute or Seminar shortly after earning the doctorate often provided focus and confidence and strengthened the foundation of the work ahead.

Survey respondents appreciated the discussion of what constitutes good teaching in their Seminar or Institute. A participant in a 2009 Seminar, for example, pointed to a session that generated “a lively discussion of syllabi and assignments for undergraduates”: “We reviewed and critiqued existing syllabi, sharing what works and what doesn’t in undergraduate teaching. In general, each Seminar meeting was valuable in creating a collegial and intellectually rich environment that provided a model of what might happen in a classroom.” Similar benefits were described by Linda Veronika Troost of Washington & Jefferson College in Pennsylvania, who participated in a 1997 Institute on early Georgian England: “I was able to exchange ideas about teaching and texts by interacting daily and deeply with new colleagues in my own field.”

SEMINARS AND INSTITUTES in

LITERATURE



Seminars and Institutes in Literature • Brazilian Literature and Culture: From the Baroque to Modernism • Dante’s *Divine Comedy* and the Medieval World: Literature, History, Art • Homer’s Readers, Ancient and Modern • Reconsidering Flannery O’Connor • Shakespeare: From the Globe to the Global

ABOVE: A PROCESSION OF SHAKESPEAREAN CHARACTERS; ARTIST UNKNOWN —Yale Center for British Art

Strengthening of Existing Courses and Curricula

Respondents reported that they expanded their teaching repertoire as a result of their participation in their Seminar or Institute. This included the improvement and development of their own courses or their departmental or cross-departmental offerings.

- Close to three fifths of the group (59.2 percent) reported expanding their teaching offerings to a “great” or “considerable” extent, and an additional 30.2 percent did so to “some” extent.
- Over 50 percent of the participants revised either required or elective courses; these respondents described how they incorporated new topics or critical methods into courses already taught.
- Another 18.7 percent reported revising existing departmental curricula—which are typically fixed for long periods of time and require consensus that may be hard to achieve—as a result of their Seminar or Institute participation.

Nearly 600 participants commented on how their NEH summer program enabled them to revise existing courses, both increasing their mastery of their chosen subjects and broadening their foundations. These programs often introduced summer scholars to materials previously unknown or inaccessible to them, which then brought new life into their classroom teaching. Some participants acquired knowledge that prepared them to teach topics they had never taught before and incorporate entirely new units into core courses. Further, participants described how their encounters with new methods of analysis and approaches to teaching transformed their teaching across all courses. One participant observed, “[my] teaching has become far more interdisciplinary.” Another acknowledged the benefit “from the guest lecturers from outside my field who not only provided useful factual information but also showed how familiar questions could be approached from new perspectives.”

Participants provided numerous examples of how they improved existing courses. The following is a representative trio:

- Steve Jay Potts of Minnesota’s Hibbing Community College found an Institute on immigration to the United States “profoundly beneficial”: “I teach 11–12 courses per year and 11–13 different preparations each year. The [Institute] I attended . . . provided materials that I use in several history and social science courses.”
- Dona Cady, who trained in early medieval English literature and archaeology, remarked that an Institute on Chinese philosophy held at the East-West Center in 2007 “gave me that philosophical understanding that I applied to my courses in literature and humanities.”
- A participant in a 2009 Institute wrote, “As a result of our discussions about the rule of law in the US, I added a unit to my Law and Literature undergraduate course (more in-depth discussion of Jefferson, Adams, the Federalist Papers, etc.), and the influence of Enlightenment ideas in 19th–21st century literature that engages legal issues.”

Creation of New Courses and Curricula

Beyond testimony concerning the improvement of existing undergraduate courses, the survey documents that participants created entirely new courses as an outgrowth of their summer program. New course offerings are frequently difficult to bring about because of laborious and multi-level approval processes. Yet they have the potential to reshape humanities teaching and expand offerings and ultimately redefine the terrain of the humanities.

- In their responses, 52.3 percent of the Seminar and Institute participants indicated that they had developed a new elective course, while 17.7 percent reported creating a new required course.
- In addition, almost one third (28 percent) developed new curricula at their home institutions.

New courses created as the result of participation in NEH Seminars and Institutes reflect the overall variety of the program:

- American Legal History (Truman State University)
- Civil Rights in the United States (Milliken University)
- Dante and the City of Florence (Cornell College)
- Greco-Roman Egypt (Eastern Connecticut State University)
- Asian Philosophies (St. Mary's College of Maryland)
- Postcolonial African Literature (Sonoma State University)
- Archaeology of North American Indians (University of Pittsburgh)
- Modern Architecture (University of Washington-Takoma)

Participants offered examples of how they used their Seminar or Institute experience to create new courses and transform curricula.

- One English professor at a liberal arts college created multiple new courses as a result of taking a 2005 Seminar on “Religious Experience and English Poetry.” This professor “taught three new courses and significantly revised three others,” with plans to offer more in the future. He also used materials from his Seminar as a model syllabus.
- Stephen Richard Alvin of Illinois Valley Community College observed that “like many faculty at a community college, I am a ‘jack of all trades.’ I was asked to develop a course on the history of the Middle East by my chair. While I have always had an interest in the region, I had no real formal education in grad school. . . . So [the NEH Institute on Islam in the modern world] was extremely helpful in giving me the background I needed to start developing the class. I now teach a course on the Middle East every Fall semester.”
- A Seminar on Ralph Waldo Emerson’s essays inspired Elizabeth Hodnett Addison to reshape the English curriculum at Western Carolina University during a time when she was department chair. “I was involved in many discussions and revisions of our offerings and requirements. Most important was my creation of a Transatlantic graduate seminar on Emerson and [Thomas] Carlyle, co-taught with a colleague who specializes in Carlyle.”



SEMINARS AND INSTITUTES in

PHILOSOPHY

- Aristotle on Meaning and Thought
- Leibniz and His Contemporaries
- Pragmatism: A Living Tradition
- Ralph Waldo Emerson at 200: Literature, Philosophy, Democracy
- Science and Values

BRONZE DOOR DETAIL ("ARISTOTLE") AT THE NATIONAL ACADEMY OF SCIENCES BUILDING LOCATED IN WASHINGTON, D.C.

—Library of Congress

New Resources for Teaching

Along with the hundreds of examples of revisions to existing courses and of new courses generated by NEH Seminars and Institutes, the survey demonstrates even more specific benefits. Seminars and Institutes expose summer scholars to physical sites, archives, databases, and audiovisual records that they can adapt creatively for classroom use.

High percentages of respondents indicated that they were finding and making better use of the two key categories of scholarly source materials—original “primary” humanities materials and “secondary” sources written by scholars.

- 71.1 percent of the participants indicated they have incorporated primary sources (documents, images, maps, and audio recordings) into their courses more effectively.
- 65.7 percent have included secondary source materials that they first accessed in their NEH summer programs.
- Digital resources were not on average as widely used (40.2 percent) compared with print resources. But the survey data show an increase in creation and use from 1997 (a period of early adopters) to 2011. Further, many comments suggest that online databases, audiovisual materials, and websites are increasingly featured in Seminars and Institutes as well as in the participants’ teaching. (See Appendix F for selected websites created.)

Seminars and Institutes provided materials that proved useful in the classroom, including primary sources and digital resources described by one participant as “invaluable for teaching.” Participants remarked appreciatively on how they adopted reading lists and books from their summer programs in courses they subsequently taught.

- Many respondents valued their exposure to special collections and archives, audiovisual materials, digital image libraries, and other resources that fed into their teaching. James Zarnowiecki emphasized the importance of the 2011 Institute he attended at the Folger Shakespeare Library for the courses that he regularly teaches at Touro College in New York City: “I’ve gone back to the well of materials . . . not only for the course I developed, but in virtually every Shakespeare class.” Fernando Picó of the University of Puerto Rico-Rio Piedras, who attended a 2007 Seminar on “The Middle East Between Rome and Iran,” wrote that “to be on campus at Notre Dame, with its excellent library, and to be able to share with teachers from other institutions was most valuable.”
- Dabney Bankert, a professor of medieval literature at James Madison University in Virginia who attended a Seminar on Anglo-Saxon manuscripts and texts, wrote: “I used few primary sources before the seminar; since it, I have increasingly employed them, asking students to focus on the textual and visual relationships, to consider the material differences between manuscript and print, to undertake their own editorial projects, and to read medieval texts with attention to issues of survival, damage, transmission.”
- A State University of New York history professor’s participation in an Institute led her to use the NEH-funded and publicly accessible Transatlantic Slave Trade database “as the basis for student research and class presentations about the slave trade in my upper-level special topics course.” She added that “a number of the images analyzed during the [Institute] have also become staples in my lectures.”

Participants have not only increasingly used digital resources in their teaching, but they have also increasingly created digital materials, drawing on their NEH Institutes and Seminars. These have included podcasts, image databases, virtual museums, and online walking tours. Digital resources such as these can reach several constituencies, including students enrolled in a particular college course, faculty teaching similar subjects elsewhere, and the public at large.

- Soon after working with digital resources in a 2011 Institute on American material culture in nineteenth-century New York, Mary Caroline Simpson incorporated images of architecture, furniture, household utensils, and other objects from everyday life into her art history courses at Eastern Illinois University. Subsequently, she has guided students in taking photographs of art and artifacts and installing them in a “virtual art gallery,” a skill they will be able to use in the future as museum curators.
- Robert King turned his experiences in a Seminar on American philosophical pragmatism into digital class materials. Following up on recent scholarship which contends that Aristotle’s moral philosophy had a foundational role in pragmatist thought, King “developed an on-line student guide/workbook for working through Aristotle’s *Nicomachean Ethics*.”



**Buddhist Traditions of Tibet and the Himalayas • Literature of Islamic Mysticism
• Religious Diversity and the Common Good • Representations of the 'Other':
Jews in Medieval Christendom • St. Francis of Assisi in the Thirteenth Century**

ST. FRANCIS OF ASSISI IN THE 13TH CENTURY PAINTED BY BERTO DI GIOVANNI DI MARCO —Wikimedia
OPEN DOOR, DEPUNG MONASTERY, LHASA, TIBET —Dennis Jarvis, Flickr Creative Commons

Research and Teaching

Seminar and Institute participants often pursue their own scholarly research projects during their summer programs. The survey asked about the extent to which participants incorporated this research into their classroom teaching.

- Three fifths (60.4 percent) of the respondents reported that they had utilized their research to a “great” or “considerable” extent in their teaching.
- An additional 29.1 percent found that their summer research had “some” impact in the classroom.
- Participants said their research often yielded specific texts, historical background, or alternative methodologies that fed concretely into their courses.

- Larissa Tracy was an adjunct professor at Georgetown University and George Washington University when she took a 2003 Seminar on medieval French literary fables. Now an associate professor of history at Longwood University in Virginia, Tracy wrote, “All of my scholarly research from that seminar has laid the foundation for teaching that material” in survey and upper level courses.
- Jeremy Grimshaw, an assistant professor of music at Brigham Young University who attended a 2011 Institute on music and global culture, reported that two of his research projects, “one related to Mormonism and globalism, the other related to non-Hindu populations in Bali, have been turned into case studies for examination and discussion in class.”
- Melanie Herzog of Edgewood College in Wisconsin, who participated in a 2003 Institute on American Indian art and literature and who has won several teaching awards, wrote that “I teach about artists I researched during the Institute and artists I learned about through other participants’ research, and about the work of artists and writers who were guests at the Institute and who taught us about their work.”

Improved Classroom Performance

Improved teaching and scholarship that yielded classroom materials or published articles or books were frequently cited as interrelated benefits of an NEH Seminar or Institute. Many respondents, however, also testified to a strengthened commitment to undergraduate teaching.

- 84.3 percent of the participants reported that their Seminar or Institute deepened their enthusiasm for teaching;
- Likewise, 74.3 percent of the respondents credited their participation in the summer program with enhancing their confidence as teachers.

These results show that the Seminars and Institutes program is meeting its goal to “enhance the intellectual vitality and professional development of participants.”

About 25 percent of participants credited prizes they received for teaching excellence directly to their participation in a Seminar or Institute; others cited it as a contributing factor to earning such recognition. Just over 20 percent of the respondents indicated that they had received institutional recognition for distinguished teaching. (See Appendix E for selected teaching awards; these were culled from the survey when they appeared to be based on more than ordinary student evaluations—for example, when they were statewide, college-wide, departmental, or named for a donor.)

Participants said they returned to their campuses “rejuvenated,” “renewed through immersion in ideas,” and fortified with the “courage” to broaden their teaching scope.

- One humanities faculty member at a community college in Arizona wrote that his experience in a 2009 Seminar on German exiles in America, “increased [his] confidence not only as a teacher but also as a professional academic and leader on campus and in the district.” This strengthened self-assurance also enhanced his “desire to seek out more sustained, challenging forms of faculty development, and to want to bring back more quality, experience, and knowledge to the classroom.”

- Scores of participants said that mastering new subject matter and approaches in the Seminar or Institute increased their confidence and effectiveness as teachers. An associate professor of English wrote of her participation in a 2009 Seminar on English literature: “The Seminar has given me great confidence as a teacher by providing a model forum in which ideas and research methods were discussed with freedom and collegiality. I try to replicate the environment of the Seminar in my own courses. Knowing that this is indeed possible has deepened my enthusiasm for teaching undergraduates. . . . I see results in my course evaluations after summer 2009. Students have commented positively on my knowledge and enthusiasm for 19th-century British literature, and I link this directly to the wonderful experience I had.”

SEMINARS AND INSTITUTES in

THE MODERN WORLD



Cultural and Historical Development of Modern India • Islam and the 21st Century: Heritage and Prospects • Jewish Buenos Aires • Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy • Southeast Asian Cultures

LEFT: POLITICAL POSTER SHOWS SMILING MOTHER AND DAUGHTER IN OCCUPIED FRANCE AS FATHER WORKS IN A FACTORY IN GERMANY.
—Library of Congress

RIGHT: YOUNG INDIAN IN HYDERABAD —Ayyappa Giri, Unsplash

Project Directors' Perspectives

Directors of Seminars and Institutes reinforced the idea that these summer programs can greatly benefit teaching. In what may seem to be a surprising finding, these prominent scholars and skilled educators indicated that leading a Seminar or Institute helped them in their own teaching, as they surmise it also did for their participants. For project directors, leading a Seminar or Institute resulted in a two-way flow of learning and pedagogical exchange.

- Among directors, 72.3 percent stated that their own teaching had benefited to a “great” or “considerable extent” and over 93 percent to at least “some extent.”
- Directors believed that their participants had received similar benefits, 73.6 percent to a “great” or “considerable extent” and over 90 percent to at least “some extent.”

Specific examples dramatize these statistics:

- Numerous directors echoed the sentiments of Paul Szarmach, ten-time leader of Seminars and Institutes on medieval England, who commented, “I found that working with those who were primarily teachers introduced me to different teaching techniques and new developments,” and that the “younger participants in the NEH programs often came with the latest thinking, fresh from their graduate education. These ideas often proved challenging and provocative in the various discussions.”
- Directors repeatedly emphasized the influence of collaboration and discussion with participants on their teaching. Karin Maag, Director of the H. Henry Meeter Center for Calvin Studies and a history professor at Calvin College, said of the several programs she has led: “Even though I was the director, I learned from the visiting experts and from the institute participants about primary sources, pedagogical approaches, and multi-media resources that enriched my own teaching on the Reformation.”
- Several directors focused on how collaboration reinvigorated them as scholars and as teachers. Alan Kraut of American University remarked, “I loved teaching these young faculty members. It intellectually refreshed me and compelled me to be aware of the state-of-the-art [scholarship] in my field of immigration history. It also made me aware of the perspectives and experiences of a new generation of college teachers.”

Beyond the immediate impact of the summer programs on those individuals who took part, a number of project directors also recognized broad and long-term benefits of their programs on teaching in their academic field. Of those responding, 67.2 percent thought the impact on their fields to be “great” or “considerable”; another 27.2 percent found at least “some” impact.

- Carl Guarneri of St. Mary’s College of California, who co-directed two Institutes on “Rethinking America in Global Context,” found clear impact on the wider field. “Several [participants] returned to their home institutions and held seminars or workshops to discuss curricular changes along more global lines. I co-edited with one participant a published sourcebook of essays and lesson plans for teachers who seek to add a more global dimension to their US history courses. Thanks to publicity generated by the Institute, I have been invited to give talks to teachers nationwide on rethinking their US history curriculum, and I have specifically been engaged as a (mostly) volunteer consultant by various colleges and high schools to help them in this

process. Together with another of the Institute's participants, I am currently involved in writing a full-scale new textbook in US history that is taking a global approach."

- First-time directors spoke with similar confidence of their program's impact. Terry Kleeman, Chinese Studies professor at the University of Colorado at Boulder, wrote of the after-effects of his 2011 Seminar on the literature and history of the Chinese Daoist religion: "In addition to our core group of educators who participated directly in the seminar, our panel at the [American Academy of Religion] evinced strong interest. . . . Clearly, Daoism is more prominent and garnering more attention. . . . Now that the translated texts and glossary produced during the Seminar are available on our website, our NEH Summer Scholars and other scholars throughout the world are welcome to use these materials in their own teaching and research."

SEMINARS AND INSTITUTES in

UNITED STATES FOUNDING & HISTORY



- American Constitutionalism in Comparative Perspective
- American Immigration Revisited
- Continuing Significance of Tocqueville's *Democracy in America*
- The Early American Republic and the Problem of Governance
- Nationhood and Healing in the Post-Civil War American West

TOP: IDEALIZED DEPICTION SHOWS THE PRINCIPAL AUTHORS OF THE DECLARATION OF INDEPENDENCE, JOHN ADAMS, THOMAS JEFFERSON AND BENJAMIN FRANKLIN, READING THE DOCUMENT TO COLONISTS IN 1776. —*U.S. Capitol*

BOTTOM LEFT: PULPIT TERRACES, WYOMING, 1898 —*Library of Congress*

“A FIERCE GREEN FIRE AT 100: Aldo Leopold and the Roots of Environmental Ethics”

Aldo Leopold, along with John Muir and Gifford Pinchot, is considered one of the foundational voices of the modern environmental movement. 2009 marked the 100th anniversary of Aldo Leopold's arrival in the Southwest and the sixtieth anniversary of the publication of his seminal work *A Sand County Almanac*. Since then, the book has become indispensable to the study of environmental ethics, helping to create that discipline and joining the ranks of Thoreau's *Walden*. *Sand County Almanac* is now taught in literature, history, philosophy, and other humanities courses in schools and colleges around the country. In observance of these milestones, co-directors Dan Shilling and Joan McGregor led participants through a four-week NEH Summer Institute on the life and works of Aldo Leopold, with readings of the humanistic texts that influenced him, as well as his own ground-breaking work on the “land ethic.” The Institute was held in conjunction with Arizona State University's (ASU) Institute for Humanities Research and took place in Prescott,

Arizona, at the Sharlot Hall Museum, which houses archives and exhibits related to Leopold and Arizona history. Shilling served for many years as the executive director of the Arizona Humanities Council, and, at the time, was teaching ecological literature at ASU. McGregor was a professor of philosophy and the Senior Sustainability Scientist at the Global Institute of Sustainability, also at ASU.

“A Fierce Green Fire at 100” brought together NEH summer scholars with five of the nation's most respected Leopold scholars for lectures, reading, and discussion, as well as field trips to sites related to Institute themes. Institute faculty included science historian Julianne Newton (*Aldo Leopold's Odyssey*), philosopher Baird Callicott (*In Defense of the Land Ethic* and *A Companion to A Sand County Almanac*), fiction writer and literature scholar Scott Russell Sanders (*Writing from the Center*, *Terrarium*, and *Hunting for Hope*), and Leopold biographer Curt Meine (*Aldo Leopold: His Life and Work*). Meine



OPPOSITE: TRADITIONAL TATTOO BY JASON WALSTROM OF SEA WOLF TATTOO IN MINNEAPOLIS, MN.

—www.seawolftattoo.com/
another-wolf-tattoo/

NEXT PAGE, TOP RIGHT: LEOPOLD'S TRIPS TO THE RIO GAVILAN REGION OF THE NORTHERN SIERRA MADRE IN 1936 AND 1937 HELPED SHAPE HIS THINKING ABOUT LAND HEALTH.

BOTTOM RIGHT: LEOPOLD FAMILY AT THE SHACK

—USFS Region 5, Flickr Creative Commons

was Director of Conservation Biology and History at the Center for Humans and Nature and a Senior Fellow at the Aldo Leopold Foundation. Readings drew from the work of these and other scholars, as well as from thinkers important to Leopold, such as Bacon, Darwin, Descartes, Emerson, Hume, Muir, Pope, Rousseau, and Thoreau. Other Institute presenters brought their expertise in environmental science, anthropology, and other fields to bear on Leopold's work and legacies through guided field trips. For instance, ninety-year-old architect Paolo Soleri took participants through the "visionary city" of Arcosanti, where he discussed "arcology," a fusion of architecture and ecology. Anthropologist Elizabeth Brandt led a tour of Montezuma's Castle National Monument and a discussion of indigenous agricultural and building practices. Several evening Institute lectures were given as public events and recorded for podcast on ASU's Institute for Humanities Research website. During the project, its co-directors joined with Institute faculty, Sharlott Hall museum staff, and historian Susan Flader to work with Institute participants on their research presentations. Group sessions were also devoted to curricular design and to the production of a traveling exhibit at the Sharlot Hall Museum.

Participants and project directors alike reported that the level of intellectual interaction between faculty and participants and the interdisciplinary approach taken by the Institute had a catalytic effect on their teaching. As co-director Joan McGregor noted: "Not only did the invited faculty that came into the Institute enrich the breadth and depth of my teaching, but the interactions with participants did as well." Adrienne Cassel found that the "Institute completely changed the way I teach." Cassell, who teaches English literature at Sinclair Community College, continued: "I won the Ohio Association of Two Year Colleges Curriculum Scholarship for a course, 'Walking in the Weathered Word,' which I designed as part of the Institute. I was asked by the Provost to serve as the coordinator of a Greening the Curriculum initiative. Because of what I learned and my work in this area, I have enrolled in the Global Field Studies program offered by Miami University." This Institute has had an afterlife in other ways as well, sparking the creation of interdisciplinary initiatives in environmental ethics, museum exhibits, and conference panels. Kim Smith, Director of Environmental Studies at Carleton College, reported that the Institute played a valuable part in her taking on the role of president of the Association for Environmental Studies and Sciences,



helping found that association's journal (*Journal of Environmental Studies and Sciences*), and creating a new environmental ethics course that she now regularly teaches. Graceland University religion professor Priscilla Eppinger explained that her participation in the Institute "both broadened and deepened my knowledge about Aldo Leopold," and said of the Institute itself: "The collegiality was superb, the setting exemplary. We had the opportunity for a weekend follow-up conference the following year. Many of us attended even though there was minimal funding; we paid out-of-pocket for the privilege of gathering again for a couple of days. This, too, was invaluable for extending the impact of the Institute and renewing a sense of energy for my scholarly and pedagogical work."

“ADAPTATION AND REVISION: The Example of *Great Expectations*”

Great *Expectations* is one of the most enduring nineteenth-century British novels; it has inspired numerous remakes and revisions, such as David Lean’s famous 1946 film version. In 2007, the University of California, Santa Cruz (UCSC), which has been called the “premier center for Dickens studies in North America,” hosted an NEH Summer Seminar on adaptation and revision of Charles Dickens’s 1861 novel. Victorian fiction specialists and co-directors Hilary Schor (University of Southern California) and Paul Saint-Amour (Pomona College) focused their Seminar on the individual case of *Great Expectations* and on its exemplary status as a classic text reimagined by contemporary filmmakers, novelists, and critics. As the co-directors explain: “The argument of our seminar is that these

‘second glances’ at master texts have pioneered new fictional, critical, and filmic forms; our expectation in our work with the seminar participants and the critical texts they create is that they will blaze some interesting new critical paths as well.” The co-directors were particularly well equipped to guide them: Schor has written a book on Elizabeth Gaskell (*Scheherezade in the Marketplace*) and essays on A. S. Byatt (*Victorian Afterlife: Postmodern Culture Rewrites the Nineteenth Century*) and Jane Austen (*Jane Austen on Film*), and St. Amour is the author of the award-winning *The Copyrights: Intellectual Property and the Literary Imagination* and has taught courses on “Late Joyce and his legacies” and modern British literature in addition to his field of specialty.





ABOVE: *DICKENS'S DREAM* BY ROBERT WILLIAM BUSS PORTRAYS DICKENS SURROUNDED BY HIS CHARACTERS —Wikimedia

PREVIOUS PAGE: —David Fant, Flickr Creative Commons

The Seminar took place just prior to the university's annual "Dickens Universe," a week of activities and events connected to the work and legacies of Charles Dickens, culminating in a scholarly conference on "Victorian Genres" that participants were invited to join. It began by exploring the composition and background of *Great Expectations*, which was, in the words of Schor and St. Amour, "itself adapted from a range of earlier texts, genres, and conventions, including an ending that Dickens repeatedly revised." NEH Summer Scholars worked closely with the archival holdings of the Dickens Project at UCSC's Ada Nisher Library; they examined Dickens's manuscripts for multiple novels, in conjunction with sources influential upon the writing of *Great Expectations*, such as Hogarth's engravings for *The Rake's Progress* and Sir Philip Sidney's sonnet sequence *Astrophil and Stella*. Reading contemporary theories of adaptation, participants studied modern-day novels based on *Great Expectations* such as those by Kathy Acker (*Great Expectations*), Peter Carey (*Jack Maggs*), Jasper Fforde (*Lost in a Good Book*), and Sarah Waters (*Fingersmith*), as well as several film and television adaptations. Author Jay Clayton joined the participants for the final week's examination of these novels and discussed his own book on contemporary reworkings of nineteenth-century fiction and culture, *Charles Dickens in Cyberspace*.

The benefits for participants were abundant and clear, as all respondents from this Seminar found it proved to be valuable for their teaching, mostly by deepening their expertise in the subject. Susan Ford credits the Seminar with helping her to win the 2010 S. E. Kossman Outstanding Faculty Award at Delta State University (DSU). The Kossman award is given to one faculty member per year, who then delivers the keynote commencement address. Ford, an English professor who also directs DSU's Writing Center, noted that the Seminar has enriched many of the British literature courses she has taught both at the undergraduate and graduate level. Other participants went on to devise new minors in film studies and to create new courses on such topics as the theory and practice of adaptation. Still more reported substantially revising courses on Victorian literature or on Dickens's work. For participant Marty Russell Gould, the Seminar not only contributed to his winning the University of South Florida's Provost's Award for Outstanding Teaching, but it also directly inspired a book project and the revision and creation of courses at both the undergraduate and the graduate level. Furthermore, Gould reports, "As a result of participating in the seminar, I was invited to give a talk at the Dickens Universe Conference in 2009. That presentation led to an invitation to design and propose an NEH Seminar for high school teachers in 2010." This proposed Seminar for school teachers was funded by NEH and held in 2011, and it deepened school teachers' knowledge of multiple works by Dickens.

Part Three: Research

Scholarly research has always been a central component of NEH Summer Seminars and Institutes, reflecting its high standing in the humanities fields in higher education, and leading to new knowledge, usually in published form. The advancement of scholarship is a particular emphasis in the program guidelines for Seminars, but the survey reveals that Institutes boast a strong record of accomplishment as well.

The response to the research-focused portion of the survey from both participants and directors indicates that NEH summer programs have had a major impact on the participants' work. The overwhelming majority (77.5 percent) of participants reported that their summer program had "great" or "considerable" value for their scholarship.

The survey revealed that such value could be measured in a variety of ways:

- acquisition of new and enhanced knowledge of their scholarly fields
- expansion of scholarly expertise into new subject areas
- exposure to new scholarly sources, research collections, and methods
- writing of books and articles published by academic and popular presses
- lectures and presentations to colleagues at their home institutions
- presentations at scholarly conferences and organizations

Both the quantity and quality of the response indicate that this aspect of the Seminars and Institutes programs—fostering and sustaining scholarly research and providing "models of excellent scholarship"—has been highly successful.

Consistent with findings reported earlier, the collaborative and enduring communities of inquiry created in NEH Summer Seminars and Institutes have played a vital part in advancing the participants' research. Respondents cited the contributions made by the other people involved in their summer program—mentorship by project directors, perspectives from visiting faculty members, and, most notably, support from other participants in their Seminar or Institute. For example, John David Slater, who was at Indiana University when he participated in a 2003 Seminar on Cervantes and Italian Art, wrote that "the seminar put me in contact with young and established scholars with whom I have collaborated many times over the last 10 years, [and] led to the creation of a scholarly society (Early Modern Image and Text Society)." Raul Coronado of the University of Chicago wrote that a 2005 Seminar introduced him not only to the works of the "important Caribbean and trans-American writers" Eugenio Maria de Hostos and José Martí, but also to "wonderful scholars with whom I've kept in touch with over the years, and whose work I admire."

Expansion of Knowledge

The survey made abundantly clear that attending an NEH Summer Seminar or Institute deepened the participants' knowledge within their own academic specialty. It also broadened their understanding of fields other than their own:

- 70.6 percent of respondents stated that their expertise in their own field had been greatly or considerably enhanced by their Seminar or Institute.
- 54.8 percent similarly reported the expansion of their knowledge beyond their own field.

Participants pointed to “the wealth of knowledge” presented during their Seminar or Institute. Many echoed the words of one who stated that the summer program had “changed the direction of my scholarly work.” Another wrote that the experience was vital to the development of interdisciplinary approaches, “which have increased and continue to increase in my research and teaching.”

- Estelle Finley of Spelman College in Atlanta took part in a 2001 Institute on French- and Spanish-language literature written by authors of African descent. Emphasizing the range of benefits from her research, she wrote that the “amount of research, scholarly involvement, and presentations that I have accomplished are a testimony to the participation in and inspiration that I have received from the NEH Institute.”
- William Clyde Brown of Kansas Wesleyan University participated in a 1997 Seminar on twentieth-century artistic modernism in Paris. The Seminar featured important European figures like Pablo Picasso and André Breton as well as American expatriates, including Ernest Hemingway and Gertrude Stein. The experience, Brown wrote, led him “to even broader interdisciplinary awareness in the study of the period, including painting, sculpture, music, theater, popular culture, and political ideology as well as literature, religion, and film.”
- Catherine Benton of Lake Forest College in Illinois reported similar benefits resulting from a 1999 Seminar on Islamic religious mysticism, which includes the Sufi tradition. Her work in the Seminar allowed her to “[move] beyond the study of Hindu texts and rituals in India to the study of Muslim texts and rituals.” As a result, she began a study of “a Muslim village in India that was established around two prominent Sufi shrines.”
- Other scholars also expanded their expertise in religious traditions. Mahmood Ibrahim, a historian of medieval Islam at California State University-Pomona, used his work in a 2003 Seminar on St. Francis of Assisi to gain “greater depth [in his] understanding of the medieval period. It led [him] to do research on St. Francis that resulted in a book chapter.”
- Participants emphasized how their summer program had alerted them to blind spots and deficiencies—and unknown potential—in their scholarship. For example, one wrote that “I did not think of myself as a scholar prior to this NEH Institute. Even with twenty years teaching experience, this experience was life-changing.”

Large numbers of participants reported that their Seminar or Institute had been of great help in exposing them to new scholarly sources and methods. In proportions similar to those reported in the Teaching section, they indicated that they were making better use of humanities research materials:

- 70.6 percent reported that they were more effectively utilizing original primary sources;
- 65.3 percent indicated similar results for secondary scholarly sources.

Participants were able to use the resources of special libraries, archives, and collections at the sites of their summer programs. For example, Melissa Conway, who works in special collections and archives at the University of California at Riverside, attended a 2009 Seminar on Dante's *Divine Comedy*, which was held in Italy. She commented, "Being able to examine firmly dated manuscripts produced within the lifetime of Dante in the Laurenziana [Library], Riccardiana [Library], and the Biblioteca Nazionale Centrale has been immensely valuable to me in my research (resulting in an article), my teaching, and my processing of pre-1600 manuscripts. I was also able to examine several of the earliest manuscripts of the *Divine Comedy*, including Boccaccio's own copy."

Directors of Seminars and Institutes provided impressive evidence of the research-generating impact of their programs. Since, in many cases, the directors developed lasting relationships with their participants, this section of the survey was particularly informative.

- All in all, 83.4 percent of the directors believed that their Seminar or Institute had had "great" or "considerable" impact on their participants' individual scholarship.
- Overall, 67.2 percent of directors found "great" or "considerable" influence on the wider academic field addressed by their summer program.

The lower number in the second finding reflects the fact that some directors found such impact difficult to measure: The relevant academic fields are large and complex, while the number of participants in NEH summer programs are relatively small and the topics covered necessarily limited.

Project directors' comments, quoted below, contain a trove of information regarding the scholarly impact of their projects.

- Directors went into considerable detail to describe the publications, conference papers, and other academic products that resulted from their projects. For example, E. Michael Gerli, of the University of Virginia, director of three Seminars on Spanish literature, wrote, "Six scholarly books have resulted from my three seminars, and countless articles by almost all the participants. I am still astonished by the contributions [to the field] the participants in my seminars have produced."
- Kathleen Lynch of the Folger Shakespeare Library, who has co-directed a number of NEH Institutes on the literature, history, and culture of the early modern world, observed, "Our summer institutes have been especially important in widening fields of study." For example, Lynch wrote, an Institute on the founding of the Virginia colony at Jamestown, situated the earliest successful English colony within U.S. borders "as one of many experiments [in colonization and empire-building] around and across the Atlantic world." Another Folger Institute "brought together examples [of Shakespearean production and adaptation] from disparate national traditions to give everyone a broader view of the whole." This demonstrated the Bard's ability to speak about the human condition across geographical, cultural, and temporal boundaries.

Publications

The survey documented that participants in NEH Seminars and Institutes have produced a huge body of published scholarship. Participants often arrive in Seminars and Institutes with works in progress, which are then shaped and supported during group discussions

and through feedback from the directors. In the realm of traditional print publication, which remains the professional yardstick for scholarly productivity and basis for tenure and promotion:

- 65.2 percent of the respondents published scholarly articles
- 42.8 percent wrote chapters for edited books
- 32.9 percent published entire books
- 22.9 percent wrote book reviews

A smaller but still significant number reported publishing in electronic formats such as online journals and weblogs; the lower number (18.1 percent) likely reflects the recent advent of these formats.

The survey gives a clear indication of how deeply individual scholars' research output—and hence their careers—have been affected by their work in NEH summer programs. As one participant observed, “The Institute is the gift that keeps on giving! Every single item I have published since 2007 is directly connected to my participation.”

Because the survey requested specific citations, many participants included lengthy lists of publications. The breadth of published scholarship is shown in Appendix G of this report, which captures the academic presses and journals cited by participants as publishers of their research. The approximately 125 presses listed include such publishers as Cambridge University Press, Yale University Press, the University of Nebraska Press, Charles Scribner's Sons, and Rowman & Littlefield. Among the approximately 360 journals cited were *The American Quarterly*, *Diplomatic History*, *The International Journal of Middle East Studies*, *Eighteenth Century Studies*, *The Journal of the American Academy of Religion*, and *Philosophy and Literature*. The range of subject matter covered in these publication listings is truly astounding, mirroring the immense diversity of topics covered by NEH summer programs over the past fifteen years. The following are just a few examples among hundreds.

- Margot Gayle Backus of the University of Houston, who participated in Kevin Dettmar's “James Joyce's *Ulysses*: Texts and Contexts” in 2007, published a book entitled *Scandal Work: James Joyce, the New Journalism, and the Home Rule Newspaper Wars*, with the University of Notre Dame Press in 2013. She remarked extensively on “the absolutely revolutionizing impact this one seminar has had on my scholarship.”
- Ahrar Ahmad of Black Hills State University in South Dakota wrote a chapter on “Muslim Groups and American Foreign Policy” in an edited volume, *American Foreign Policy and the Muslim World* (Beirut: Al Zaytouna Centre for Studies and Consultation, 2009). This work resulted from his participation in a 1999 Institute on “Islam and the 21st Century: Heritage and Prospects.”
- Blake Edward Hestir of Texas Christian University produced an article on “Aristotle's Conception of Truth: An Alternative View,” which was published in *The Journal of the History of Philosophy*. This grew out of a 2003 Seminar on Aristotle.
- Monica Rosemary Weis of Nazareth College in New York published “Kindred Spirits in Revelation and Revolution: Rachel Carson and Thomas Merton,” in *The Merton Annual* as a result of her participation in a 1997 Institute on “The Environmental Imagination: Issues and Problems in American Nature Writing.”

One example of a digital outcome of an NEH Summer Program was described by Doran Larson, a professor of English at Hamilton College in New York, who attended a 2009 Institute on “The Rule of Law: Legal Studies and the Liberal Arts.” He wrote about a website he had developed as a result of his participation, “The American Prison Writing Archive,” which he described as “an open source archive of nonfiction writing by incarcerated Americans.” The audience is “all researchers interested in American prisons, prisoners, and prison conditions.”

Benefits not only flowed to participants. Directors of Seminars and Institutes described publications of their own that had grown out of their NEH summer program. This again highlights the collegial and collaborative nature of NEH Seminars and Institutes, where the program leaders can often gain as much as the participants. For example, Russell Goodman of the University of New Mexico, who has directed NEH summer programs on Ralph Waldo Emerson and American philosophy, reported that he had “published a series of papers on Emerson and [was] preparing a book on his work, all influenced by the comments and scholarship of the participants in the institute and seminar I conducted on Emerson. I am also completing a book project on American philosophy before pragmatism, to be published by Oxford UP next year, and as I write the Emerson and Thoreau chapters I can think of specific people and topics from the institute and seminar that helped expand and deepen my argument.”

Presentations

Participation in NEH Summer Seminars and Institutes also led to a large number of professional presentations, both at the participants’ home campuses and at academic conferences held elsewhere. Such presentations often represent a key step in the development of a scholarly article or book chapter, providing occasions for authors to get additional critical feedback beyond that provided in their NEH summer program. Like the survey questions on publications, those on presentations elicited a vast number of specific citations.

- At their home institutions, 84.2 percent of participants indicated that they had given lectures; others reported that they had organized study groups, entire lecture series, conferences, and academic centers.
- Other activities mentioned in their comments included film series, art exhibits, and theatrical performances; lectures and presentations in the surrounding community; and the winning of institutional research grants related to the subject of their NEH summer programs.
- Away from their home bases, Seminar and Institute participants took part in scholarly conferences hosted by approximately 375 organizations, as summarized in Appendix H. These conferences ranged from the very large, such as the American Historical Association, the Modern Language Association, and the American Philosophical Association, to the smaller and more specialized, such as the International Daoist Association, the Early Book Society, and the Texas State Historical Association. In addition to recurring annual and biennial conferences organized by professional associations and societies, the list includes a number of one-time conferences on specific subjects hosted by colleges, universities, and other cultural and educational organizations in the United States and abroad.
- The largest category of these activities was the presentation of scholarly papers, reported by 85.9 percent of the respondents.

- Robust numbers of participants indicated that they had been invited to deliver lectures (40.3 percent); had served as respondents at scholarly conferences (23.8 percent), and had themselves organized conference sessions (28.8 percent). Smaller, but still significant, numbers reported that they had organized entire conferences related to the themes of their Seminars or Institutes and served as keynote speakers.

The following are academic conference presentations by Seminar and Institute participants that illustrate the variety of topics and venues characteristically reported in the survey.

- In 1999 Eva Dadlez of the University of Central Oklahoma presented “A Comparison of Hume’s Ethics and Kant’s Aesthetics” at the annual meeting of the South Central Society for Eighteenth-Century Studies. This paper was based on her work in a 1997 Seminar on “Objectivity and Emotion in Practical Reasoning.”
- Caroline S. Emmons of Hampden-Sydney College in Virginia, who took part in a 1999 Institute on the American Civil Rights Movement, presented a paper at a 2003 Fulbright-U.S. Embassy Conference on American Studies in Prague on a key episode in the movement, entitled “Looking Back at Brown: Reflections on the Fiftieth Anniversary of *Brown v. Board of Education*.”
- Ya-Hui Cheng of Fort Valley State University in Georgia, who participated in a 2011 Institute on global music, presented a paper on “Music in Migration: Puccini’s Exoticism in *Turandot*” at the annual meeting of the South-Central Chapter of the American Musicological Society in 2012.



PROJECTS IN FOCUS | RESEARCH

THE AESTHETICS OF THE SCOTTISH ENLIGHTENMENT

In summer 2007 the Endowment funded a Seminar, sponsored by Rice University, on the “The Aesthetics of the Scottish Enlightenment, and Beyond.” The Scottish Enlightenment was an eighteenth-century efflorescence of intellectual, philosophical, scientific, economic, and literary accomplishments that stressed, like its continental European counterpart, the importance of reason in the understanding of human affairs. The Scottish thinkers had a particularly optimistic bent, believing that individual morality and taste, as well as social, political, and economic development, could be improved through the exercise of reason. Scottish philosophers like Adam Smith had a profound effect on the thinking of the leaders of the American Revolutionary generation.

The Seminar was directed by Paul Guyer, a professor of philosophy at the University of Pennsylvania, and Rachel Zuckert, then an assistant professor of philosophy at Rice University. The three-week Seminar focused on one key, but neglected, aspect of the Scottish Enlightenment, the philosophers’ thinking about aesthetics—the nature of creative genius in the arts, the variety of artistic experience, the development of taste, art, and morality, and the role of the emotions in aesthetic appreciation. After closely reading works by Scottish philosophers Francis Hutcheson, Alexander Gerard, Archibald Alison, Lord Kames, and Thomas Reid, the Seminar investigated their impact on important German thinkers,

including J. G. Herder and Immanuel Kant. The Seminar was held at the University of St. Andrews in Scotland, in close proximity to major archives on the Scottish Enlightenment in Edinburgh; the location also allowed the fifteen participants to view many of the same artworks and natural landscapes to which the Scottish philosophers had responded. Although the participants in the Seminar, as in all NEH summer programs, were restricted to U.S. nationals and three-year residents, the overseas location enabled the directors to draw on Scottish scholars, who served as visiting faculty and shared their expertise with the group.

The seminar was extremely productive. Co-director Rachel Zuckert wrote, “Our participants were a terrific, very impressive set of people; they have correspondingly produced a great deal of work related to their work in the Seminar afterwards. Apart from numerous conference panels (and papers given at the same), one participant has written a book and edited another volume of collected essays, including contributions from both of the co-directors and several of the participants (as well as others), both on texts/topics arising out of the Seminar—the volume of collected essays was an idea that was hatched on the last day of the Seminar, in fact—and three other participants have published books on topics related to the Seminar (and that were their projects on the basis of which they applied to participate in the Seminar).”



RECONSIDERING O'CONNOR

Flannery O'Connor (1925–1964) was an important writer of fiction about the American South; her novels and stories, which include *Wise Blood*, "A Good Man Is Hard to Find," "Good Country People," "Everything that Rises Must Converge," and "Revelation," are assigned in virtually every undergraduate survey course in American literature around the country. In 2007, Georgia College and State University (GSC&U) in Milledgeville, Georgia, conducted an Institute with NEH funding entitled "Reconsidering O'Connor," which explored her engagement with many important themes and issues: her Catholic faith, her standing as a woman and a Southerner, and her understanding of violence and evil, the role of social outsiders, and race and social action.

The Institute was directed by GSC&U faculty members Bruce Gentry and John Cox, editors of the *Flannery O'Connor Review*. During four weeks, the participants attended lectures, including presentations by visiting O'Connor experts, took part in group discussions, and worked on individual research projects in archival collections at the host institution. The participants read extensively in O'Connor's own works and studied literary criticism

about her. The location of the Institute in Milledgeville was highly appropriate, since O'Connor lived in the town and attended the university when it was Georgia State College for Women; during the program participants visited many O'Connor-related sites, including the family farm, "Andalusia."

Co-director Bruce Gentry reported on the impressive output of scholarship resulting from this Institute: "The 24 participants in 2007 have since produced a large quantity of work on O'Connor: 3 books, 11 peer-reviewed articles in the *Flannery O'Connor Review*, 13 peer-reviewed articles in other publications, 31 conference presentations at conferences at Georgia College, and 32 presentations at other conferences. Those were the numbers when I last counted up all the results, at least; the majority of our participants are still producing a steady stream of Institute-related results."

PREVIOUS PAGE: EDINBURGH —Indrik Myneur, Flickr
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THIS PAGE: O'CONNOR STAMP ART REIMAGINED BY THE FSG TEAM DESIGNING THE RECENT REISSUE OF ALL OF O'CONNOR'S FICTION. ART BY JUNE GLASSON AND DESIGN BY CHARLOTTE STRICK.



<http://www.fsgworkinprogress.com/2015/07/a-stamp-of-good-fortune/>

Part Four: Professional Development

The survey has shown that NEH Seminars and Institutes enhance professors' knowledge and intellectual vitality which, in turn, improve the two key domains of academic work in the humanities: teaching and research. But the survey ventured beyond the program's main goals to document outcomes in professional advancement, leadership, and service. Two key findings emerged:

- The participants' and directors' impressive individual academic achievements subsequent to their NEH Seminar or Institute have resulted in concrete instances of career advancement.
- NEH Seminars and Institutes have spurred many individuals to leadership in the humanities.

By strengthening home institutions and numerous professional organizations, former directors and participants have contributed significantly to the quality of humanities work throughout the nation.

Professional Advancement and Collegial Support

Participants offered comments on their professional advancement, including the following:

- Respondents reported that participation in an NEH Seminar or Institute was viewed favorably in tenure decisions. Greg Charles Winston, who was promoted to full professor of English at Husson University in Bangor, Maine, noted that "committee members and the provost at my university mentioned [that my NEH seminar on James Joyce] was considered a strong component of my dossier."
- Some survey respondents secured a new academic position following their NEH summer program, in some cases moving out of contingent faculty status and into more permanent positions. They credited a Seminar or Institute for having made a critical difference. For example, Debra Robinson, now of Diné College in Arizona, wrote of her 2007 Seminar on the African roots of the Americas, "Having the NEH Seminar on my vitae helped me go from full-time/part-time (overworked) adjunct to full-time faculty."
- The survey also made clear that these opportunities for career advancement depended on the supportive community networks among Seminar and Institute participants. To cite only one example among many, Mary L. Coffey, an assistant professor during a 1999 Institute on nineteenth-century Spanish literature, affirmed that "this Institute came along at a crucial point in my academic career and gave me, just at the point I most needed it, the intellectual guidance to do good work and the community of supporters to make that work possible."

Leadership in Higher Education and Beyond

Career gains do not exclusively benefit the individual participants. Rather, as these professors establish strong careers, they become well positioned for leadership. A few examples give the range of these leadership activities, which vary from academic administration to the organization of conferences, and the creation of discussion groups, blogs, websites, professional societies, journals—and in not a few cases the next generation of directors of NEH Seminars or Institutes.

- Although college and university faculty are often called upon to assume administrative roles within their home institutions, their academic training rarely prepares them for the responsibilities and skills involved in these positions. Several survey respondents have found, however, that an NEH Seminar or Institute offers such preparation. For example, Ben Vinson III, at that time a faculty member at the Johns Hopkins University, commented on how his directing two NEH Institutes led to leadership roles: “I would argue that their success helped move me from Center Director to Vice Dean at my institution, showing my competency not just as a grant-writer and fundraiser, but as a manager of a complex institute.”
- Leadership in higher education typically extends beyond one’s own institution. Organization of a conference, reported by 42.3 percent of respondents, was the most common way Seminar and Institute participants reached beyond their own college or university. Others noted that they had founded professional societies and journals, endeavors that require a strong individual and institutional investment.
- Having benefitted themselves, some participants go on to become directors of NEH Seminars and Institutes. For example, Lovalerie King, a 2003 Institute participant, developed her own Institute in 2012 on contemporary African-American literature for other college and university teachers. As previously noted, Marty R. Gould of the University of South Florida conducted a Seminar for school teachers on Charles Dickens after participating in a Dickens Seminar for fellow college faculty.
- Other participants have brought humanities knowledge to the general public. For example, Barbara Ann Ganson of Florida Atlantic University connected her 2005 NEH Institute to the national science community by partnering with NASA at the Kennedy Space Center and a number of other Florida organizations to organize a two-day event that celebrated the 50th anniversary of women in space.

These stories are but a few of the hundreds related by scholars who, having spent time in an NEH Seminar or Institute, are contributing to the quality of humanities work throughout the nation.

“AFRICAN-AMERICAN STRUGGLES FOR FREEDOM AND CIVIL RIGHTS”

Since 1997, a four-week Institute at Harvard University's Du Bois Institute entitled “African-American Struggles for Freedom and Civil Rights” has had a profound impact on the understanding of the U. S. civil rights movement. Directed over ten times now by the team of Patricia Sullivan (University of South Carolina), Waldo Martin (University of California, Berkeley), and Henry Louis Gates, Jr. (Harvard University), it has generated new and revised courses and curricula throughout U.S. colleges and universities and fueled a cadre of leaders whose sustained endeavors extend the Institute's work to the K-12 population and general audiences nationwide.

Through its many offerings, the Institute has maintained its focus on “The Long Civil Rights Movement,” the history of African-American struggles for freedom and equal rights that dates to Emancipation rather than the 1950s. This long view has allowed the story of black civil rights to be situated in a broad context of American history. As such, the Institutes have investigated 1) the significance of Reconstruction and the Jim Crow era for understanding the evolution of civil rights in the United States; 2) the impact of the World Wars, the Depression, and the New Deal on the Jim Crow era; 3) postwar developments in law and labor; and 4) the civil rights struggles of the 1960s. Within this frame, participants have delved into the study of the Great Migration, the founding of the NAACP, the impact of *Brown v. Board of Education*; and broader themes of activism and resistance, the role of women and religion, and the nature of black leadership and cross-racial alliances. Visiting faculty have included Eric Foner (Columbia University), Leon Litwack (University of California, Berkeley), Raymond Gavins (Duke University), Gerald Early (Washington University), and Kimberley Phillips (Brooklyn College, City University of New York) among many others. Navigating a balance between classic texts and new scholarship over the years, readings have consisted of major scholarly works, including those by Institute faculty members such as Leon Litwack's *Trouble in Mind: Black Southerners in*

the Age of Jim Crow (1999) and Kim Phillips's new book, *War, What Is It Good For? Black Freedom Struggles and the U.S. Military from World War II to Iraq* (2012). Primary documents, music, and documentary films round out the rich academic resources made available to participants.

The impact of the Institutes has been both substantial and long-lasting. Consistent with responses throughout the survey, participants reported that sustained intellectual community was among the Institute's most important outcomes. “Regular contact with several participants” and “ongoing connection with other scholars,” for example, provided “useful critical feedback” on academic work and “reliev[ed] the isolation” so common on many campuses. Numerous publication awards also attest to an impressive scholarly output.

More significant, however, has been the Institutes' impact on teaching and the building of institutions that further a deeper understanding of U.S. civil rights history. Designed originally to enhance undergraduate teaching, the Institutes have continued to support the development of new curriculum and courses that incorporate the “Long Civil Rights Movement” into the study of American history and related subjects. Countless faculty report the ongoing sharing of teaching resources and, not surprisingly, a host of teaching awards. Many have taken their commitment to teaching civil rights history beyond the classroom, forming professional societies or similar organizations that provide a more lasting mechanism for teaching, learning, and intellectual collaboration. Kathey Roberts Forde, for example, of the 2011 Institute, has begun a biennial conference that offers the Farrar Award in Media and Civil Rights History; Lovalerie King, of the 2003 Institute, has directed her own NEH Institute on contemporary African-American literature; and James Michael Denham, of the 1999 Institute, founded the Center for Florida History which, alongside other programs, supports an ongoing lecture series on U.S. Civil Rights.

IMAGES, NEXT PAGE, CLOCKWISE FROM BOTTOM LEFT: SCHOOL INTEGRATION, BARNARD SCHOOL, WASHINGTON, D.C., 1955; BOY IN A BOWLER HAT NEAR CINCINNATI, OHIO, 1942-1943, BY JOHN VACHON; WWII SOLDIER, WHO SERVED AS TRUCKDRIVER AND MECHANIC, 1942; MEDGAR EVERS STATUE IN JACKSON, MISSISSIPPI; WORSHIPPERS AT HOLY ANGEL CATHOLIC CHURCH ON CHICAGO'S SOUTH SIDE, CA. 1970.



—Images clockwise, bottom left to center top: Library of Congress; far right and bottom center: Wikimedia, NARA

Perhaps most remarkable and influential of these organizations has been the Fannie Lou Hamer National Institute on Citizenship and Democracy, founded by a group of four participants in the 1997 NEH Institute: Michelle Deardorff, Jeffrey Kolnick, Leslie Burl McLemore, and Thandekile R. M. Mvusi. As Deardorff explained, “The proposal for this organization was constructed as our small group project at the [NEH] Institute.” According to McLemore, the Institute not only “helped to expand my horizon . . . [and] rejuvenated my academic career,” but “was responsible for our founding of the [Hamer Institute] and the tremendous impact we have had upon K–12 teachers and a substantial number of professors in the community college sector.”

Based at Jackson State University in Jackson, Mississippi, the Hamer Institute comprises a coalition of university faculty who partner with local and national institutions to foster a deeper understanding of U.S. civil rights history. Constant in their commitment to local public education, they have partnered with Jackson Public Schools and the Mississippi Humanities Council to offer civil rights workshops and symposia for area teachers and students. They have also worked with the William Winter Institute for Racial Reconciliation at the University of Mississippi to bring a new civil rights curriculum to teachers throughout the state. They have even developed community projects that bring the story of civil rights beyond the academic community to a broad public audience.

The Medgar Evers/Ella Baker lecture series, for example, offers monthly panels on topics of interest to the community in locations throughout the metropolitan area and into the Delta. The Institute has also preserved local civil rights sites and developed heritage trails in a number of Mississippi towns whose civil rights legacies hold important stories. In 2005, the Hamer Institute received the Mississippi Humanities Council’s Humanities Educator of the Year Award and its founders have received increasing recognition from professional societies and the media nationwide.

Supported by several Department of Education “Teaching American History” grants and by NEH Landmarks of American History and Culture grants, the Hamer Institute has become increasingly prominent in the national debate on civic engagement and citizenship education. As Deardorff explained, she and her Hamer Institute colleagues “have led summer workshops every summer since 1998 on issues of civil rights and African-American history for students and teachers.” Michelle Deardorff summarized the NEH Institute as “a watershed event. . . . We formed the Hamer Institute and are still working together 15 years later.” Clearly, the NEH Institute, “African-American Struggles for Freedom and Civil Rights,” has had a multiplier effect. Fifteen years after its first meet-ing, it remains a vibrant generator of teaching on civil rights and citizenship throughout the nation.

CONCLUSION, RECOMMENDATIONS, AND FOLLOW-UP

The foregoing analyses of the NEH Division of Education survey of Seminars and Institutes participants and directors barely convey the massive scale of individual responses, which amount to more than 450,000 words. The report attempts to offer representative examples of the copious praise received for these long-standing programs and to tender the tangible outputs cited by participants and directors alike as evidence of the renewal in teaching and scholarship, as well as of collegiality and community. The review and analysis of the written comments and scaled responses can be summarized as testifying unambiguously to the success of Seminars and Institutes in their four stated goals. These are to:

- focus on important topics, texts, and questions in the humanities
- enhance the intellectual vitality and professional development of participants
- build a community of inquiry and provide models of excellent scholarship and teaching
- promote connections between teaching and research in the humanities

Certain findings point to a need for the Endowment to make targeted improvements in this longstanding program. These findings concern the demography of participants and directors, the overlapping functions of seminars and institutes, the potential for greater digital productivity, and the migration of summer program enrichment into new courses and curricular initiatives at participants' home institutions.

First, the pool of participants in NEH summer programs draws heavily from tenure-track and tenured faculty members and significantly less—only about 8 percent—from non-tenure-track, contingent, part-time, or adjunct faculty. The latter cohorts, however, have over the past three decades come to constitute the majority of humanities instructors in institutions of higher education—and the very substantial majority in some settings, especially urban areas. Therefore, it is recommended that NEH and its Division of Education do their best to surmise the causes of the broad absence of the “New Faculty Majority,” modify the summer programs to make them more attractive and accessible for this key educational workforce, and engage in an extensive program of outreach and promotion—not least because this cohort will bring new assets to the program.

Second, the pool of project directors—the lead scholars—is imbalanced in gender distribution, with men outnumbering women almost three to one. Further, in the fourteen years studied, the number of women directing Seminars and Institutes did not rise, despite the increasing numerical and professional prominence of women in academia. As women earn greater and greater standing as scholars, NEH programs only stand to gain intellectually by their undertaking roles as project directors. Therefore it is recommended that NEH and its Division of Education do their best to surmise the cause of this imbalance, make such changes as appear to be called for, and engage in a full-dress promotional effort to recruit women as directors.

Third, the historic distinction between the purposes of Seminars and Institutes, the former for research and the latter for teaching, has eroded over time, so that now both programs serve both ends well. In itself, this finding may be a good sign in American academia—that professors concern themselves simultaneously with their two major areas of responsibility. But NEH should take this opportunity to examine whether a return to the historic distinction is

desirable or feasible and whether a cost-benefit analysis favors one model over the other and whether adjustments to participant numbers may be called for.

Fourth, the increasing role of digital resources in teaching and research is reflected in the data from Seminars and Institutes between 1997, when few humanities professors used the Internet extensively, and 2011, when course websites were becoming *de rigueur*. Still, as new projects are realized, it will be important to nudge directors and participants to deepen and extend the use and even creation of these resources in Seminars or Institutes whenever possible, so that faculty outside the participant pool can benefit.

Fifth, the translation into new college courses and curricula of the valuable experience at Seminars and Institutes may need similar support from NEH. When the subject at hand is esoteric, it can be exceedingly difficult to secure institutional approval for a new course, but the more Seminars and Institutes address commonly taught topics, the more NEH should encourage the application of the benefits to today's undergraduates.

The Division has already begun to make changes based on these findings. Projects now run from one week to four weeks in duration. The shorter time frames are likely to provide greater access to the Seminars and Institutes to participants whose availability during the summer is limited. The inclusion of contingent faculty, not well represented among the participants surveyed, but who currently teach broadly in the humanities at colleges and universities around the country, is now a requirement for the summer programs. Again, to expand the reach of the programs, the number of participants has been increased for Institutes; these projects continue to explore a variety of perspectives on a subject of importance to undergraduate education and to generate connections to classroom teaching. Seminars, once intended to help participants address their research agenda, now, too, focus more on developing ways that individual scholarship and undergraduate teaching can be synergistically and productively combined. In the programs offered since 2011, the number of female project directors has risen, reflecting the increased number of female tenured faculty in the humanities. For the summer of 2016, for example, ten of the twenty-three projects for higher education faculty were led by women. We will continue actively to encourage applications to direct these projects from across the spectrum of humanities disciplines and approaches, so as to be more inclusive, generally, in our roster of directors.

Beyond these considerations the overall success of the summer programs is strongly attested by the participant and director surveys' very high response rates, by the detailed particulars of the survey itself, and by the voluminous commentary freely offered by participants and directors. Interestingly, of the stated goals, the most important to those surveyed appears to be the building of communities of inquiry—the sense of belonging and connection to other humanities faculty members that lasts beyond the summer experience, an enduring dimension of professional life that is not especially susceptible to quantification, although the sheer volume of testimony here surpasses the merely anecdotal. With supportive scrutiny and occasional improvements reflecting changes in academia, the Summer Seminars and Institutes for College and University Faculty appear poised to continue their success in reaching their goals in national academic life.

APPENDIX A | Participant Survey Questions and Responses

Teaching (T)

Participant Survey T1. How valuable has the Seminar or Institute been to your teaching?		
	Response Count	Response Percent
Of Great Value	686	52.7
Of Considerable Value	379	29.1
Of Some Value	199	15.3
Of Little Value	19	1.5
Of No Value	3	.2
Not Applicable	16	1.2

Participant Survey T2. As a result of your participation in the Seminar or Institute, to what extent have you deepened your understanding of subject matter that you teach?		
	Response Count	Response Percent
To a great extent	641	49.5
To a considerable extent	463	35.8
To some extent	155	12
To little extent	17	1.3
Not at all	4	0.4
Not applicable	14	1.1

Participant Survey T3. As a result of your participation in the Seminar or Institute, to what extent have you expanded your teaching repertoire?

	Response Count	Response percent
To a great extent	346	26.7
To a considerable extent	420	32.4
To some extent	391	30.2
To little extent	69	5.4
Not at all	34	2.7
Not applicable	35	2.7

Participant Survey T4. As a result of your participation in the Seminar or Institute, have you done any of the following? (Please Check all that apply)

	Response Count	Response Percent
Created required course(s)	202	17.7
Created elective course(s)	600	52.3
Created major(s) or minor(s)	58	5
Developed new curriculum(s)	326	28.1
Offered teaching workshop(s)	120	10.2
Revised required course(s)	595	51.6
Revised elective course(s)	622	54
Revised major(s) or minor(s)	66	5.7
Revised curriculums	219	18.7

Participant Survey T5. As a result of your participation in the Seminar or Institute, have you made better use of the following in your teaching? (Please check all that apply).

	Response Count	Response Percent
Primary Sources	885	71.1
Secondary Sources	818	65.7
Print resources	447	35.8
Digital resources	502	40.2
Not Applicable	157	12.8

Participant Survey T6. As a result of your participation in the Seminar or Institute, have you created digital resources for teaching?

	Response Count	Response Percent
Yes	315	24.9
No	946	75.1

Participant Survey T7. To what extent have you incorporated the scholarly research from the Seminar or Institute into your teaching?

	Response Count	Response Percent
To a great extent	366	28.4
To a considerable extent	413	32
To some extent	375	29.1
To little extent	77	6
Not at all	21	1.6
Not applicable	38	2.9

Participant Survey T8. Did your participation in the Seminar or Institute result in any of the following? Greater confidence as a teacher, deepened enthusiasm for teaching, improved course evaluations, and recognition for excellence in teaching?

	Response Count	Response Percent
Greater confidence as a teacher	828	74.3
Deepened enthusiasm for teaching	940	84.3
Improved course evaluations	279	24.9
Recognition for excellence in teaching	246	22.1

Research (R)

Participant Survey R1. How valuable has the Seminar or Institute been to your scholarly research?

	Response Count	Response Percent
Of great value	656	50.4
Of considerable value	352	27.1
Of some value	241	18.7
Of little value	22	1.7
Of no value	7	.6
Not applicable	19	1.5

Participant Survey R2. As a result of your participation in the Seminar or Institute, to what extent have you deepened your expertise within your scholarly specialty?

	Response Count	Response Percent
To a great extent	500	38.7
To a considerable extent	428	33.2
To some extent	285	22.2
To little extent	39	3.0
Not at all	17	1.3
Not applicable	23	1.8

Participant Survey R3. As a result of your participation in the Seminar or Institute, to what extent have you redirected or expanded your scholarly interest beyond your academic specialty?

	Response Count	Response Percent
To a great extent	349	27.1
To a considerable extent	357	27.7
To some extent	409	31.7
To little extent	88	6.8
Not at all	55	4.3
Not applicable	32	2.5

Participant Survey R4. If your Seminar or Institute enabled you to use research libraries, archives, museums, or other specialized collections, how valuable have these been?

	Response Count	Response Percent
Not applicable (My Seminar or Institute did not involve such resources.)	316	24.8
Of great value	498	38.8
Of considerable value	216	16.8
Of some value	192	15
Of little value	39	3
Of no value	20	1.6

Participant Survey R5. As a result of your participation in the Seminar or Institute, have you made better use of the following in your research? (Please check all that apply.)

	Response Count	Response Percent
Primary Sources	885	70.6
Secondary Sources	822	65.3
Print Resources	500	39.8
Digital Resources	460	36.6
Not Applicable	186	23.2

Participant Survey R6. As a result of your participation in the Seminar or Institute, have you authored, co-authored, or edited scholarly research (excluding digital formats)? (Please check all that apply.)

	Response Count	Response Percent
Book(s)	311	32.9
Book chapter(s)	405	42.8
Article(s)	617	65.2
Textbook(s)	27	3.2
Book review(s)	215	22.9
Journal(s)	78	8.5
Scholarly edition(s)	38	4.1
Other	124	13.6

Participant Survey R7. As a result of your participation in the Seminar or Institute, have you authored scholarly publications or created resources in digital formats such as e-books, online journals, blogs, etc.?

	Response Count	Response Percent
Yes	222	18.1
No	1010	81.9

Participant Survey R8. As a result of your participation in the Seminar or Institute, have you done any of the following at your home institution? (Please check all that apply.)

	Response Count	Response Percent
Given lecture(s)	701	84.2
Organized study group(s)	114	13.7
Organized conference(s)	107	12.8
Organized lecture series	93	11.2
Founded an institute or center	19	2.3
Other	144	17.3

Participant Survey R9. As a result of your participation in the Seminar or Institute, have you done any of the following beyond your home institution? (Please check all that apply.)

	Response Count	Response Percent
Delivered conference paper(s)	845	85.9
Served as conference session respondent	234	23.8
Organized conference session(s)	282	28.8
Organized conference(s)	69	7.1
Delivered invited lecture(s)	395	40.4
Delivered keynote address(es)	100	10.3
Other	64	6.6

Professional Development (PD)

Participant Survey PD1. How valuable has the Seminar or Institute been to your professional development?		
	Response Count	Response Percent
Of great value	662	51.8
Of considerable value	382	30.1
Of some value	190	14.9
Of little value	18	1.4
Of no value	9	.7
Not applicable	10	.8

Participant Survey PD2. To what extent did your participation in the Seminar or Institute contribute to your vitality?		
	Response Count	Response Percent
To a great extent	814	64.3
To a considerable extent	336	27
To some extent	104	8
To little extent	8	1
Not at all	2	0
Not applicable	3	0

Participant Survey PD3. Since you participated in the Seminar or Institute, what forms, if any, has your interaction taken with Seminar or Institute faculty and participants? (Please check all that apply.)

	Response Count	Response Percent
Guidance or support regarding publication, teaching, or service	587	54.3
Guidance or support regarding career advancement (promotion, job seeking, grant writing, reference letters, etc.)	461	42.6
Exchange of knowledge and resources to enhance academic expertise	823	76.2
Collaboration on research, teaching or professional program	401	37.1
Other	110	10.2

Participant Survey PD4. To what extent have the Seminar or Institute faculty and participants contributed to your professional development?

	Response Count	Response Percent
To a great extent	382	30.7
To a considerable extent	298	23.9
To some extent	359	28.8
To little extent	100	8
Not at all	71	5.7
Not applicable	37	3

Participant Survey PD5. Since you participated in the Seminar or Institute, have any of the following occurred? (Please check all that apply.)

	Response Count	Response Percent
Awarding of a promotion or tenure	639	62.6
Securing a new position	232	22.7
Election or appointment to a leadership role in your institution	432	42.3
Election or appointment to a leadership role in a professional society	229	22.4
Earning of awards or prize(s)	371	36.4
Media attention	159	15.7
Other	60	5.9

Participant Survey PD6. As a result of your participation in the Seminar or Institute, have you advanced the work of an academic field or professional association through any of the following activities? (Please check all that apply.)

	Response Count	Response Percent
Launching an online discussion forum or blog	36	10.1
Organizing a conference	147	42.3
Founding a journal	11	3.1
Developing a vehicle for sharing research resources	57	16
Developing a vehicle for sharing teaching materials	69	18.9
Organizing an interest group or study opportunity in the field	99	28.3
Other	77	22

Project Director Survey Questions and Responses

Project Director Survey A1. To what extent has leading a Seminar or Institute had an impact on your teaching?		
	Response Count	Response Percent
To a great extent	50	38.8
To a considerable extent	45	33.5
To some extent	28	20.8
To little extent	4	2.9
Not at all	1	0.8
Not applicable	7	5.7

Project Director Survey A2. To what extent has leading a Seminar or Institute had an impact on your scholarship?		
	Response Count	Response Percent
To a great extent	60	46.4
To a considerable extent	40	30.1
To some extent	27	20.4
To little extent	3	2.2
Not at all	0	0.0
Not applicable	1	0.9

Project Director Survey A3. To what extent has leading a Seminar or Institute had an impact on your career?		
	Response Count	Response Percent
To a great extent	37	28.9
To a considerable extent	32	24.5
To some extent	45	34.2
To little extent	9	6.3
Not at all	4	3.0
Not applicable	4	3.3

Project Director Survey B1. To what extent did your Seminar or Institute create intellectual community (short-term or long-term)?		
	Response Count	Response Percent
To a great extent	72	55.3
To a considerable extent	45	34.2
To some extent	13	9.8
To little extent	1	0.8
Not at all	0	0
Not applicable	0	0

Project Director Survey B2. Based on feedback you have had, to what extent has your Seminar or Institute resulted in improved teaching by your participants?		
	Response Count	Response Percent
To a great extent	41	32.6
To a considerable extent	54	41
To some extent	24	17.4
To little extent	0	0
Not at all	0	0
Not applicable	12	8.9

Project Director Survey B3. To what extent has your Seminar or Institute had an impact on scholarship by your participants (individually or collaboratively)?		
	Response Count	Response Percent
To a great extent	59	46.3
To a considerable extent	48	37.1
To some extent	15	11.2
To little extent	2	1.4
Not at all	0	0.0
Not applicable	5	4.0

Project Director Survey C1. To what extent has your Seminar or Institute advanced teaching in the field?		
	Response Count	Response Percent
To a great extent	22	18.3
To a considerable extent	51	39.7
To some extent	37	28.7
To little extent	4	3.0
Not at all	0	0.0
Not applicable	13	10.3

Project Director Survey C2. To what extent has your Seminar or Institute advanced scholarship and knowledge in the field?		
	Response Count	Response Percent
To a great extent	36	29.1
To a considerable extent	48	38.1
To some extent	35	27.2
To little extent	0	0.0
Not at all	0	0.0
Not applicable	7	5.5

APPENDIX B | Seminars and Institutes Surveyed

**Adaptation and Revision: The Example of
*Great Expectations***

John Jordan, Hilary Schor, Paul St. Amour
University of California, Santa Cruz (2007)

**Aesthetics of the Scottish Enlightenment
and Beyond**

Rachel E. Zuckert, Paul Guyer
Northwestern University (2007)
St. Andrews, Fife, UK

**African American Struggles for Freedom
and Civil Rights, 1865–1965**

Henry Louis Gates Jr., Waldo Martin,
Patricia Sullivan
Harvard University (2003)

African Cinema

Mbye B. Cham, Manthia Diawara
Howard University (2005)

**African Dimensions of the History and
Cultures of the Americas**

(Through the Trans-Atlantic Slave Trade)
Joseph Miller
Virginia Foundation for the Humanities (2009)

**African-American History as Public History:
South Carolina as a Case Study**

Constance B. Schulz, Robert Weyeneth
University of South Carolina (2007)

**African-American Struggles for Freedom
and Human Rights 1865–1965**

Henry Louis Gates, Jr., Waldo Martin,
Patricia Sullivan
Harvard University (2011)

Afro-Hispanic Literature and the Canon

Marvin A. Lewis
University of Missouri at Columbia
(2003)

**America Engages Eurasia:
Studies, Teaching, and Resources**

Timothy M. Frye, Edward Kasinec,
Robert Davis
Columbia University (2011)

**America Engages Russia, 1880–1930:
Case Studies in Cultural Interaction**

Edward Kasinec, Robert Davis
New York Public Library (2009)

**American Constitutionalism in
Comparative Perspective**

Donald P. Kommers
University of Notre Dame (2003)

American Immigration Revisited

Maureen Nutting, Alan Kraut
National History Center (2009)

American Indian and Ethnohistory

Gary Clayton Anderson
University of Oklahoma (2007)

**American Material Culture:
Nineteenth-century New York**

David P. Jaffee
Bard College (2011)

American Playwrights, 1920–1950

Howard Stein
Columbia University (1997, 1999)

**American Pragmatism and Culture:
Art and Society**

John J. Stuhr, Richard Shusterman
Pennsylvania State University (2001)

**America's Longest War:
Vietnam, 1945–1975**

Charles E. Neu
University of Miami (2005)

**An Introduction to Daoist Literature
and History**

Terry Frederick Kleeman, Stephen Bokenkamp
University of Colorado (2011)

**Andean Worlds: New Directions
in Scholarship and Teaching**

Laraine Anne Fletcher, George Scheper
Community College Humanities
Association (2005)
Peru

Anglo-Irish Identities, 1600–1800

Christopher B. Fox
University of Notre Dame (2001,
2003, 2007, 2009)

Anglo-Saxon England

Paul E. Szarmach
Western Michigan University (1999)

Anglo-Saxon Manuscripts and Texts

Paul E. Szarmach, Timothy Graham
Western Michigan University (2001)

Aristotle on Meaning and Thought

Mark Wheeler, Deborah Modrak
San Diego State University (2003)

**Art, History, and Culture in Rome:
1527–1798**

Vernon Hyde Minor
American Academy in Rome (2011)
Rome, Italy

**Asian Values Debate: Human Rights
and the Study of Culture**

Andrew J. Nathan
Columbia University (1997)

**Authority, Text and Context in Nineteenth-
Century Spanish Realism**

Stephanie Sieburth, Harriet Turner
Duke University (1999)

**Bayeux Tapestry and the Making
of the Anglo-Norman World**

R. Howard Bloch
Yale University (2005)

**Berber North Africa: The Hidden
Mediterranean Culture**

Joseph Krause, Nabil Boudraa
Oregon State University (2007)

Black Film Studies:

**Integrating African-American Cinema into
the Arts and Humanities Curriculum**
Gladstone Yearwood
University of Central Florida (1999, 2001)

**Brazilian Literature and Culture:
From the Baroque to Modernism**

Lucia H. Costigan
Ohio State University (2007)
Campinas, Brazil

**Buddhist Traditions of Tibet
and the Himalayas**

Todd Lewis, Lenoard van der Kuijp
College of the Holy Cross (2009)

**Built Environment of the American Metropolis:
Public and Private Realms, 1900–2000**

Robert Bruegmann
University of Illinois at Chicago (1999)

Caribbean Theater and Cultural Performance

Lowell Fiet
University of Puerto Rico (1997)

Cathedral and Culture: Medieval York

Paul E. Szarmach, Dee Dyas
Western Michigan University (2007)
York, UK

***Celestina* and the Threshold of Modernity**

E. Michael Gerli
University of Virginia (2009)

**Civil Rights Movement: History and
Consequences**

Henry Louis Gates Jr., Waldo Martin,
Patricia Sullivan
Harvard University (1999)

**Continuing Significance of Tocqueville's
*Democracy in America***

Daniel Edgar Ritchie
National Association of Scholars (2007)

**Continuities and Crises: The Interplay
of Religion and Politics in China**

Elizabeth B. Buck, Roger Ames
East-West Center (2001)

**Critical Approaches to Hispanic Poetry at
the Turn of the Twenty-first Century**

Andrew Peter Debicki, Jill Kuhnheim
University of Kansas (2003)

**Cultural and Historical Development
of Modern India**

Beverly Blois, Dan Ehnborn
Community College Humanities Association
(2011)
New Delhi, India

Cultural Stress from Reformation to Revolution

Kathleen Lynch, David Cresy, Lori Anne Ferrell
Folger Shakespeare Library (2003)

Dante's *Divine Comedy* and the Medieval World: Literature, History, Art
Christopher Kleinhenz
Medieval Academy of America (2009)
Prato, Italy

Decadent 1890s: English Literary Culture and the Fin de Siècle
Joseph E. Bristow
University of California, Los Angeles (2009)

Dialectic of Enlightenment After 50 Years
James W. Schmidt
Boston University (1997)

Disease and Disability in the Middle Ages
Monica H. Green, Walton Schalick
Arizona State University (2009)
London, UK

Dynamics of Cultural Unity and Diversity in Southeast Asia
Leonard Andaya, Peter D. Herschok
East-West Center (2011)

Early American Microhistories
Richard D. Brown
University of Connecticut (2005)

The Early American Republic and the Problem of Governance
John Larson, Michael Morrison
Library Company of Philadelphia (2005, 2011)

English Encounters with the Americas, 1550–1610: Sources and Methods
Mary Fuller
Massachusetts Institute of Technology (2011)

English Reformation: Literature, History, and Art
John N. King
Ohio State University (1997, 1999, 2003)

Enlightenment Invention of the Modern Self
Leo Damrosch
Harvard University (1997)

Environmental Ethics and Issues: Alaska as a Case Study
James J. Liszka
University of Alaska, Anchorage (2001)

Environmental Imagination: Issues and Problems in American Nature Writing
H. Daniel Peck
Vassar College (1997)

Ethics at the End of Life
Margaret P. Battin, Leslie Francis
University of Utah (2003)

Ethnohistory of Indians in the American South
Clara Sue Kidwell, Theda Perdue,
Malinda Lowery
University of North Carolina, Chapel Hill (2011)

Ethnomusicology and Global Culture
Eric S. Charry
Society for Ethnomusicology, Inc. (2011)

Experience and Knowledge in Early Modern Europe
Kathleen Lynch, Pamela Long,
Pamela Smith
Folger Shakespeare Library (2001)

Experimental Philosophy
Ronald Jerry Mallon, Shaun Nichols
University of Utah (2009)

Faulkner and Southern History
Don H. Doyle
Vanderbilt University (2003, 2005)

Feminist Epistemologies
Nancy A. Tuana, Shannon Sullivan
Pennsylvania State University (2003)

Fierce Green Fire at 100: Aldo Leopold and the Roots of Environmental Ethics
Dan Shilling, Joan McGregor
Arizona State University (2009)

"Folk Psychology" Debate and its Implications
Robert M. Gordon
University of Missouri (1999)

Foxe's Book of Martyrs: A Paradigm for Early Modern English Print Culture
John N. King, James Bracken
Ohio State University (2001)

French in the Americas: French Colonial Travel Writing
Carla Zecher
Newberry Library (2003)

Genre, Dialogue, and Community in British Romanticism
Stephen C. Behrendt
University of Nebraska (2005)

German and European Studies in the U.S.: Changing World, Shifting Narratives
Barton Byg,
University of Massachusetts, Amherst (2005)

German Exile Culture in California: European Traditions and American Modernity
Russell Berman
Stanford University (2007, 2009)

Habits of Reading in Early Modern England
Kathleen Lynch, Steven Zwicker
Folger Shakespeare Library (1997)

Handel to Hogarth: The Culture of Early Georgian England
Raymond Erickson
Aston Magna Foundation for Music (1997)

Handwritten Worlds of Early Modern England
Kathleen Lynch, Steven May
Folger Shakespeare Library (2005)

Homer's Readers, Ancient and Modern
James I. Porter
University of Michigan (2007)

Human Rights in the Age of Globalization
Andrew J. Nathan
Columbia University (2005)

Ideal and the Real: Arcs of Change in Chinese Culture
Peter D. Hershock, Roger Ames
East-West Center (2007)

Industrial Revolution in Comparative Perspective
John H. Komlos
University of Munich (1997)

Invisible Giant: The Place of Brazil in Latin American Studies
Lucia H. Costigan
Ohio State University (2001)

Islam and the 21st Century: Heritage and Prospects
John O. Voll
Georgetown University (1999)

Issues in the Rhetorical Theory of Narrative: Progression, Ethics, and Unreliability in Fiction and Nonfiction
James Phelan
Ohio State University (2005)

James Joyce's *Ulysses*: Texts and Contexts
Kevin J. H. Dettmar
Southern Illinois University (2007)
Dublin, Ireland

Jewish Buenos Aires
David W. Foster
Arizona State University (2007)
Buenos Aires, Argentina

Joseph Smith and the Origins of Mormonism: Bicentennial Perspectives
Grant Underwood, Richard Bushman
Brigham Young University (2005)

Latin American Philosophy: The Appropriation of European Thought in Latin America
Jorge Gracia, Susana Nuccetelli,
SUNY, Buffalo State College (2005)

Law, State, and Individual in Ancient Greece, Rome, and China
David J. Cohen, David Johnson
University of California, Berkeley (2003)

Leibniz and His Contemporaries
Roger Ariew, Daniel Garber
Virginia Polytechnic Institute and State University (2003)

Literary Traditions of Medieval Women
Jane Chance
Rice University (1997)

Literature and Values
John P. McGowan, Allen Dunn
University of North Carolina (1997, 2001)

Literature in Transition: The Impact of Information Technologies
N. Katherine Hayles
University of California, Los Angeles (2001)

Literature of Islamic Mysticism
Carl W. Ernst
University of North Carolina (1999)

Literature of their Own? Women Writing: Venice, London, Paris: 1550–1700
Albert Rabil, Jr.
Society for Values in Higher Education (2001, 2003)

Literature, Aesthetics, and Psychoanalysis: The Legacy of British Object Relations
Mary L. Jacobus
Cornell University (1999)

Marvels of Rome: The Classical City in the Middle Ages
Dale Kinney, Brigitta Wohl
American Academy in Rome (1999)
Rome, Italy

Masters of English Prose: Samuel Johnson, Abraham Lincoln, Winston Churchill
John Briggs
Boston University (2007)

Maya World in Guatemala, Chiapas, and Yucatan
George L. Scheper, Florence Hesler
Community College Humanities Association (1997)
Guatemala; Mexico

Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy
Richard J. Golsan, Richard Bracher
Texas A & M University (1999)
Caen, France

Metaphysics and Mind
John F. Heil
Washington University (2009)

Middle East between Rome and Iran: Early Christianity and the Path to Islam
Joseph P. Amar, Robin Darling Young
University of Notre Dame (2007)

Modernist Paris
Maria A. DiBattista, Suzanne Nash
Princeton University (1997)
Paris, France

Moral Choices: Ethics and Supranationalism
Joel H. Rosenthal, Anthony Lang
Carnegie Council on Ethics and International Affairs (2001)

Morality and Society
Alan Wolfe
Boston University (1999)

Music Books in Early Modern Europe: Materiality, Performance, and Social Expression
Carla Zecher, Richard Wistreich
Newberry Library (2009)

Nation, State and Cultural Pluralism
M. Crawford Young
University of Wisconsin, Madison (1997)

Nationhood and Healing in the Post–Civil War American West
Robert C. Ritchie, William Deverell
Huntington Library (2005)

Nature and History at the Nation's Edge: A Field Institute in Environmental and Borderlands History
Katherine G. Morrissey
University of Arizona (2009)

Nature and Human Societies in Three Continents: North America, South America, and Africa
Donald E. Crummey, Cynthia Radding
University of Illinois (1999)

Nature, Art, and Politics after Kant: Re-evaluating Early German Romanticism
Jane E. Kneller, Karl Ameriks
Colorado State University (2001)

New Sources and Findings of Cold War International History
James R. Millar
George Washington University (1999)

Oaxaca: Crossroads of a Continent
Laraine Anne Fletcher, George Scheper
Community College Humanities
Association (2007)
Oaxaca, Mexico

Objectivity and Emotion in Practical Reasoning
Simon W. Blackburn
University of North Carolina (1997)

Old English Literature in its Manuscript Context
Paul E. Szarmach, Timothy Graham
Western Michigan University (1997)
Cambridge, UK

Oscar Wilde Archive: His Life, His Work, His Legend
Joseph E. Bristow
University of California, Los Angeles
(2007)

People of Vienna in a Century of Turmoil, 1848–1955
Maria-Regina Josefine Kecht, Dorothy James
Rice University (2001)
Vienna, Austria

Performance and Text in Caribbean Literature and Art
Lowell Fiet
University of Puerto Rico (1997)

Persecutions in Early Modern Cultures
Adele Seeff, Ralph Bauer, Vincent Carey
University of Maryland (2005)

Philosophical Perspectives on Democracy, Law, and Human Rights
Andrew Altman, Christopher Wellman
Georgia State University (2007)

Philosophy of Experimental Inference: Induction, Reliability, and Error
Deborah C. Mayo
Virginia Polytechnic Institute and State University (1999)

Poetics of the *Libro de Buen Amor* in Cultural Context
E. Michael Gerli
University of Virginia (2003)

Political Obligation, Democratic Legitimacy, and Human Rights: Theoretical and Applied Issues
Andrew Altman, Christopher Wellman
Georgia State University (2005)

Politics of Representation: Ethnography, Literature and Film in Oceania
Geoffrey M. White, Vilsoni Hereniko,
East-West Center (1997)

Popular Cartography and Society
James R. Akerman
Newberry Library (2001)

Post-Communist Experience: The First Decade
Valerie J. Bunce
Cornell University (2001)

Pragmatism: A Living Tradition
Russell Goodman
University of New Mexico (2007)

Proofs and Refutations Today
Colin Slator McLarty, David Corfield
Case Western Reserve University (2001)

Ralph Waldo Emerson at 200: Literature, Philosophy, Democracy
Russell Goodman
University of New Mexico (2003)

Reading Emerson's Essays
Russell Goodman
University of New Mexico (2005)

Reading Ethically, Reading Aesthetically: American Texts as Moral Example
Lee C. Mitchell
Princeton University (1999)

Recapturing the Renaissance: Cervantes and Italian Art
Frederick A. De Armas
University of Chicago (2003)

Reconsidering Flannery O'Connor
Bruce Gentry, John Cox
Georgia College and State University (2007)

Reconsidering Italy's Fascist Past
Frank M. Snowden
American Academy in Rome (2005)
Rome, Italy

Reformation of the Book, 1450–1700
John N. King
Ohio State University (2007)
Antwerp, Belgium; Oxford, England

Reformation of the Book: 1450–1650
James K. Bracken, John King
Ohio State University (2009)
Antwerp, Belgium; Oxford, England

**Re-Imagining Indigenous Cultures:
The Pacific Islands**
Geoffrey M. White
East-West Center (1999, 2003)

Religious Diversity and the Common Good
Alan Wolfe
Boston College (2005, 2007, 2009)

**Religious Experience and English
Poetry, 1633–1985**
Kevin John Hart
University of Notre Dame (2005)

**Remapping Italy's Path to the Twentieth
Century: New Perspectives on Italy in the
Age of the Risorgimento**
John Anthony Davis, David Kertzer
American Academy in Rome
(2003)
Rome, Italy

**Renaissance Bodies: English Literature
and Medicine**
Michael Schoenfeldt, Valery Traub
University of Michigan (1999)

**Representations of the 'Other': Jews in
Medieval Christendom**
Irvn M. Resnick
University of Tennessee, Chattanooga (2003)
Oxford, UK

Rethinking America in Global Perspective
John R. Gillis, Carl Guarneri
American Historical Association (2005)

Rethinking British Romantic Fiction
Stephen C. Behrendt
University of Nebraska (2003)

Rethinking International Migration
Roger D. Waldinger,
University of California, Los Angeles (2011)

**Rethinking the Land Ethic: Sustainability and
the Humanities**
Dan Shilling, Joan McGregor
Arizona State University (2011)

**Revolution and the Making of Identities:
France and Haiti, 1787–1804**
Jeremy David Popkin
Newberry Library (2005)

**Revolution and the Making of Identities:
France, 1787–1799**
Jeremy David Popkin,
Newberry Library (2001)

Role of Place in African-American Biography
Frances Jones-Sneed, Richard Courage,
Robert Paynter
Massachusetts College of Liberal Arts (2011)

Roman Culture in the Age of Augustus
Karl Galinsky
University of Texas, Austin (1997)

Roman Religion in its Cultural Context
Karl Galinsky,
American Institute for Roman Culture
(2005, 2007)
Rome, Italy

**Roots: The African Dimension of Early
American History and Culture**
Joseph C. Miller
Virginia Foundation for the Humanities
(2001, 2003, 2005, 2007)

**Rule of Law:
Legal Studies and the Liberal Arts**
Catherine O. Frank, Mathew Anderson
University of New England (2009)

Science and Values
Peter Machamer, Sandra Mitchell
University of Pittsburgh (2003)

Shakespeare: From the Globe to the Global
Michael Neill, Kathleen Lynch
Folger Shakespeare Library (2011)

**Shanghai and Berlin: Urban Modernism
in Interwar China and Germany**
Russell Berman, Ban Wang
Stanford University (2011)

Slaves, Soldiers, Rebels: Currents of Black Resistance in the Tropical Atlantic, 1760–1888
Ben Vinson, Stewart King, Natalie Zacek
Johns Hopkins University (2009)

Slaves, Soldiers, Rebels: Black Resistance in the Tropical Atlantic, 1760–1888
Ben Vinson, Stewart King, Natalie Zacek
Johns Hopkins University (2011)

Social and Economic History of the Plantation Complex
Philip D. Curtin
Johns Hopkins University (1997)

Social Historians Write Biography
James R. Grossman, Elliott Gorn
Newberry Library (1997)

Society and Culture in Roman Egypt
Roger Bagnall
Columbia University (1999)

Southeast Asia: The Creative Interplay of Indigenous Impulses and Outside Influences
Peter D. Hershock, Leonard Andaya, Barbara Watson-Andaya
East-West Center (2005)

Southeast Asian Cultures
Elizabeth B. Buck, Leonard Andaya
East-West Center (1997)

Space and Society in the Past: Landscape, Power, and Identity in the Early Modern Atlantic World
Daniel Chapin Beaver, Garrett Sullivan
Pennsylvania State University (2001)

St. Francis of Assisi in the Thirteenth Century
William Cook
SUNY, College at Geneseo (2003, 2005)
Rome, Siena, and Assisi, Italy

Study of Religion: Past and Present
Kurtis R. Schaeffer, Charles Mathewes
University of Virginia (2011)

Surveying Paris: Urban Space and Urban Culture in the Early Modern City
Karen Alison Newman
Brown University (2003)
Paris, France

Teaching the African Diaspora: An Afro-Romance Approach
Marvin A. Lewis
University of Missouri (2001)

Teaching the History of the Southern Civil Rights Movement, 1865 to 1965
Henry Louis Gates Jr., Waldo Martin, Patricia Sullivan
Harvard University (1997)

Teaching the Reformation in a Pluralist Age
Karin Yvonne Maag
Calvin College (2007)

Terror and Culture: Revisiting Hannah Arendt's *Origins of Totalitarianism*
Russell Berman, Julia Hell
Stanford University (2005)

Topographies of Collecting
Elizabeth Bartman, Jane Fejfer
American Academy in Rome (2001)
Rome, Italy

Toward a Hemispheric American Literature
Rachel Adams, Caroline Levander
Columbia University (2007)

Travel Writing, Skepticism, and Religious Belief in Renaissance France
Carla Zecher, George Hoffmann
Newberry Library (2005)

Twentieth Century Philosophy: Quine and Davidson
Gilbert H. Harman, Ernest Lepore
Princeton University (2011)

Twentieth Century Bible: Death and Return of the Author
Leslie Brisman
Yale University (1997, 1999)

Visions of the Americas from Eugenio Maria de Hostos and Jose Marti: Nineteenth-Century New York as a Crossroads for Freedom
Orlando Hernandez, Lucinda Zoe
CUNY, Hostos Community College (2005)

Voice of Their Own: Women Writing: Venice, London, Madrid, Paris, 1550–1700
Albert Rabil Jr.
Society for Values in Higher Education (2005)

**Walter Benjamin's Arcades Project, Commodity
Fetishism, and the Aesthetics of the City**
Alexander Gelley
University of California, Irvine (2001)

**Walter Benjamin's Later Writings: Arcades
Project, Commodity Culture, Historiography**
Alexander Gelley
University of California, Irvine (2011)

Ways of Communicating in the Early Islamic World
Fred Donner, Kenneth Hall
University of Chicago (2003)

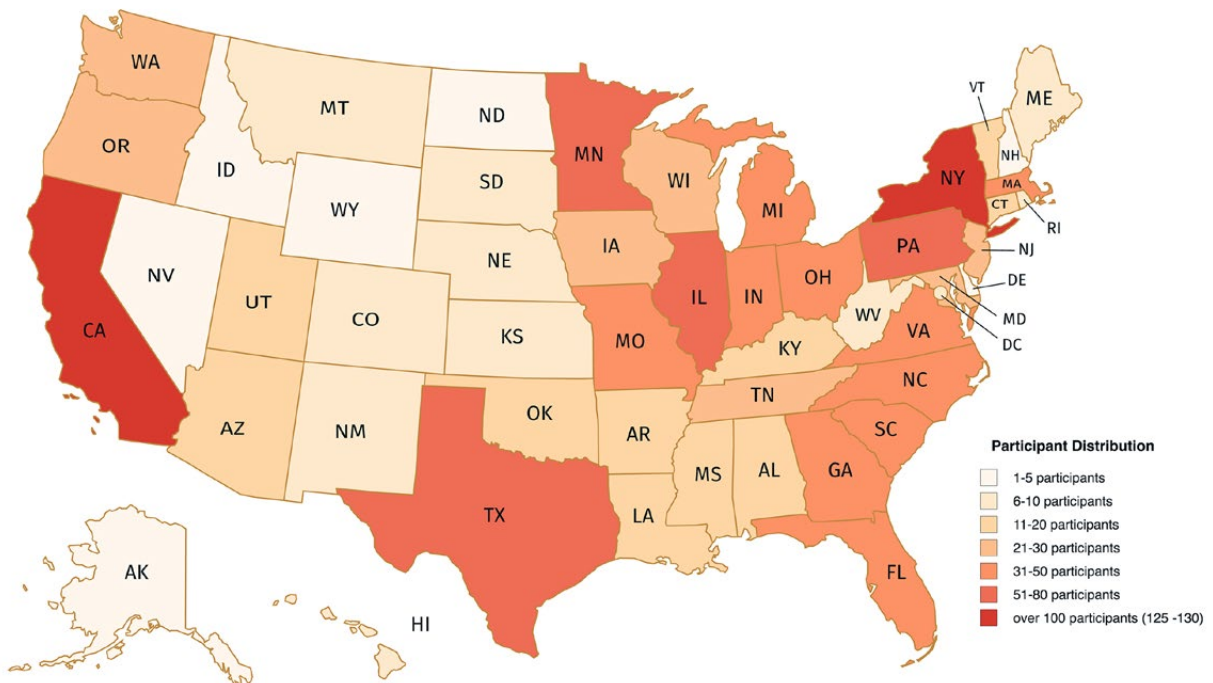
What Practices Do
David C. Hoy, Herbert Dreyfus
University of California, Santa Cruz (1997)

**Working from Community: American Indian
Art and Literature**
Gail E. Tremblay
Evergreen State College (2003)

**Zen Buddhist Philosophy: Traditional, Modern
and Beyond**
Thomas P. Kasulis
Ohio State University (1997)

APPENDIX C | Home States and Institutional Affiliations of Seminar and Institute Participants

AK – 4	KY – 19	NY – 130
AL – 12	LA – 20	OH – 43
AR – 12	MA – 42	OK – 13
AZ – 19	MD – 27	OR – 21
CA – 125	ME – 7	PA – 80
CO – 9	MI – 33	RI – 9
CT – 20	MN – 58	SC – 31
DC – 7	MO – 46	SD – 7
DE – 1	MS – 19	TN – 27
FL – 48	MT – 7	TX – 59
GA – 42	NC – 40	UT – 14
HI – 8	ND – 1	VT – 14
IA – 27	NE – 8	VA – 50
ID – 5	NH – 3	WA – 27
IL – 62	NJ – 29	WI – 30
IN – 33	NM – 10	WV – 7
KS – 9	NV – 5	WY – 3



Institutional Affiliations of Seminar and Institute Participants*

(Total = 817 Institutions)

**U.S. citizens teaching abroad are eligible to participate in Seminars and Institutes.*

A

Abilene Christian University
Adrian College
Alabama A&M University
Alabama State University
Alaska Pacific University
Albany State University
Albertus Magnus College
Albion College
Albright College
Alcorn State University
Allegheny College
Alverno College
American Museum of Natural History
American River College
American Samoa Community College
American University
Andrews University
Anne Frank Center
Anoka Ramsey Community College
Antioch University Los Angeles
Arizona State University
Arizona Western College
Arkansas State University
Armstrong Atlantic State University
Art Institute of New York City
Asbury University
Athens State University
Auburn University

Augustana College

Austin College

Austin Peay State University

Azusa Pacific University

B

Babson College

Ball State University

Baltimore City Community College

Bangor Theological Seminary

Bard College

Barnard College

Barry University

Baruch College

Bates College

Baylor University

Belmont University

Beloit College

Benedict College

Bentley University

Berea College

Bergen Community College

Berkeley City College

Berry College

Bethune Cookman University

Big Bend Community College

Binghamton University

Black Hills State University

Blackburn College

Blinn College
 Bluefield College
 Bluffton College
 Bob Jones University
 Borough of Manhattan Community College
 Boston University
 Bowdoin College
 Bowie State University
 Bowling Green State University
 Bradley University
 Brandeis University
 Brigham Young University
 Bristol Community College
 Brooklyn College
 Brown University
 Brunswick School
 Bryn Mawr College
 Bucknell University
 Bucks County Community College
 Bunker Hill Community College
 Burton Studio School for the Visual Arts
 Butler University
 Butte Community College

C

California College of the Arts
 California Polytechnic State University,
 Pomona
 California Polytechnic State University, San
 Luis Obispo
 California State University, Bakersfield
 California State University, Chico
 California State University, Fresno
 California State University, Monterey Bay
 California State University, Northridge

California State University, Sacramento
 California State University, San Bernardino
 California State University, Stanislaus
 California Intercontinental University
 Calvin College
 Cambridge University (United Kingdom)
 Canisius College
 Cape Cod Community College
 Capital University
 Carleton College
 Carnegie Council for Ethics in International
 Affairs
 Carnegie Mellon University
 Carnegie Museum of Art
 Casper College
 Catawba College
 Catherine of Siena Virtual College
 Catholic University of America
 Cedar Crest College
 Central College
 Central Michigan University
 Central State University
 Central Washington University
 Centre College
 Chandler-Gilbert Community College
 Charles University, Prague (Czech Republic)
 Chatham University
 Chicago State University
 Christopher Newport University
 Council on International Educational Exchange
 The Citadel
 City College of New York
 City College of San Francisco
 City Colleges of Chicago
 City University of New York Graduate Center

Claremont McKenna College
 Clark Atlanta University
 Clarkson University
 Clemson University
 Coastal Carolina University
 Coe College
 Coker College
 Colby College
 Colgate University
 College of Charleston
 College of Marin
 College of Mount Saint Vincent
 College of New Jersey
 College of Idaho
 College of Saint Benedict
 College of Saint Scholastica
 College of Staten Island
 College of Technology at Canton
 College of the Bahamas
 College of the Holy Cross
 College of William and Mary
 Colonial Williamsburg Foundation
 Colorado College
 Colorado State University
 Columbia Basin College
 Columbia University
 Community College of Baltimore County
 Community College of Philadelphia
 Conception Seminary
 Concordia College
 Concordia University
 Connecticut College
 Converse College
 Coppin State University

Cornell College
 Cornell University
 Corning Community College
 Cosumnes River College

D

De Anza College
 Delaware County Community College
 Delta State University
 Denison University
 DePaul University
 DePauw University
 DeVry University
 Dickinson College
 Diné College
 Dixie State College
 Dominican University (IL)
 Dominican University of California
 Dordt College
 Dowling College
 Drake University
 Drew University
 Drexel University
 Drury University
 Durham University (United Kingdom)

E

Earlham School of Religion
 East Carolina University
 Eastern Connecticut State University
 Eastern Illinois University
 Eastern Kentucky University
 Eastern Oregon University
 Eastern Washington University

Eastman School of Music
Eckerd College
Edgewood College
Elon University
Emory University
Emory University, Oxford College
Empire State College
Endicott College
Evergreen State College

F

Fairfield University
Farmingdale State University
Florida A & M University
Florida Atlantic University
Florida Atlantic University, Boca Raton
Florida Gulf Coast University
Florida Institute of Technology
Florida Southern College
Florida State University
Foothill College
Fordham University
Fort Hays State University
Fort Valley State University
Framingham State University
Francis Marion University
Franklin and Marshall College
Franklin Pierce University
Frostburg State University
Fullerton College
Furman University

G

Gallaudet University

George Mason University
George Washington University
Georgetown University
Georgia Institute of Technology
Georgia Perimeter College
Georgia Southern University
Georgia State University
Gonzaga University
Graceland University
Grand Valley State University
Greenville College
Grinnell College
Grove City College
Guilford College
Gustavus Adolphus College

H

Hamilton College
Hampden-Sydney College
Hampshire College
Hampton University
Hartwick College
Harvard University
Harvey Mudd College
Hastings College
Haverford College
Hawai'i Pacific University
Hawkeye Community College
Hendrix College
Hibbing Community College
Highline Community College
Hillsborough Community College
Hillsdale College
Hiram College

Hood College
Hope College
Hostos Community College
Houghton College
Houston Community College
Humboldt State University
Hunter College
Huntington University
Husson University

I

Idaho State University
Illinois State University
Illinois Valley Community College
Illinois Wesleyan University
Immaculata University
Indiana State University
Indiana University
Indiana University Kokomo
Indiana University Northwest
Indiana University of Pennsylvania
Indiana University South Bend
Indiana University Southeast
Iona College
Iowa State University
Ithaca College

J

Jackson State University
Jacksonville State University
James Madison University
Japan Society for the Promotion of Science
Jefferson Community & Technical College
John Carroll University

John Jay College of Criminal Justice
Johnson County Community College
The Juilliard School
Juniata College

K

Kadir Has University (Turkey)
Kansas State University
Kansas Wesleyan University
Kapi'olani Community College
Karma Triyana Dharmachakra
Kean University
Kennesaw State University
Kent State University
Kent State University at Trumbull
Kenyon College
King's College
Knox College
Kutztown University of Pennsylvania

L

La Roche College
La Salle University
Lafayette College
LaGuardia Community College
Lake Forest College
Lake-Sumter Community College
Lane College
Lane Community College
Lansing Community College
Las Positas College
Lasell College
Le Moyne College
Lee University

Lehigh University
 Lehman College
 Lewis & Clark College
 Lewis University
 Lincoln University (PA)
 Lincoln University (MO)
 Lindenwood University
 Lindsey Wilson College
 Loma Linda University
 Long Beach City College
 Long Island University
 Longwood University
 Louisburg College
 Louisiana College
 Louisiana State University
 Louisiana State University Alexandria
 Louisiana Tech University
 Lourdes College
 Loyola Marymount University
 Loyola University Chicago
 Loyola University Maryland
 Loyola University New Orleans
 Luther College
 Lutheran Theological Seminary
 at Philadelphia

M

Macalester College
 Malone University
 Manhattanville College
 Mannes College
 Mansfield University of Pennsylvania
 Marist College
 Marlboro College
 Marquette University

Marshall University
 Martin Methodist College
 Marylhurst University
 Marymount College Palos Verdes
 Massachusetts College of Liberal Arts
 Massachusetts College of Pharmacy and
 Health Sciences
 Massachusetts Institute of Technology
 McDaniel College
 McMurry University
 Medgar Evers College
 Mercer County Community College
 Mercer University
 Meredith College
 Merrimack College
 Mesa College
 Methodist University
 Metropolitan State College of Denver
 Miami University
 Michigan State University
 Middle Tennessee State University
 Middlebury College
 Middlesex Community College
 Midland College
 Midlands Technical College
 Millersville University
 Milligan College
 Millikin University
 Mills College
 Millsaps College
 Minnesota State University, Mankato
 Minnesota State University, Moorhead
 Misericordia University
 Mississippi State University
 Mississippi University for Women

Mississippi Valley State University
 Missouri State University
 Modern Language Association
 Modesto Junior College
 Monmouth University
 Montana State University
 Montana State University—Northern
 Montclair State University
 Montgomery College
 Moraine Valley Community College
 Morehead State University
 Morehouse College
 Morgan State University
 Mount Holyoke College
 Mount Saint Mary's University
 Mount San Antonio College

N

Nassau Community College
 National University
 Native American Educational Services College
 Nazareth College
 New College of Florida
 New Jersey Institute of Technology
 New Mexico Highlands University
 New Mexico Military Institute
 New Mexico State University
 The New School
 New York City College of Technology
 New York University
 Newberry Library
 Nicholls State University
 Norco College
 Norfolk Academy

Normandale Community College
 North Carolina Central University
 North Carolina State University
 North Central College
 North Central Texas College
 North Dakota State University
 North Georgia College and State University
 North Shore Community College
 Northeastern University
 Northern Arizona University
 Northern Illinois University
 Northern Kentucky University
 Northern State University
 Northern Virginia Community College
 Northland Community & Technical College
 Northwestern College (IA)
 Northwestern College (MN)
 Northwestern University
 Norwich University
 Notre Dame of Maryland University
 Nova Southeastern University

O

Oakland Community College
 Oakland University
 Oakwood University
 Oberlin College
 Occidental College
 O'Gorman High School
 Ohio Northern University
 Ohio State University
 Ohio State University, Newark
 Ohio University
 Ohio Wesleyan University

Oklahoma City University
Oklahoma State University
Orange Coast College
Otterbein University

P

Pace University
Pacific Lutheran University
Palomar College
Passaic County Community College
Penn State University, Brandywine
Penn State University, Fayette
Penn State University, Hazleton
Penn State University, Shenango
Penn State University, University Park
Pepperdine University
Philadelphia University
Pima Community College
Pitzer College
Poetry Center of Chicago
Pomona College
Portland Community College
Portland State University
Prairie State College
Prince Mohammad Bin Fahd University
(Saudi Arabia)
Princeton University
Prison Performing Arts
Purdue University
Purdue University Calumet

Q

Queens College
Queens University of Charlotte

Quincy University
Quinnipiac University

R

Radford University
Ramapo College
Ramapo College
Reed College
Renison University College (Canada)
Rhode Island College
Rhodes College
Rice University
Richard Bland College
Richard Stockton College of New Jersey
Richland College
Rio Grande Community College
Rio Hondo College
Ripon College
Riverside Community College
Roanoke College
Rochester Institute of Technology
Rocky Mountain College
Rogue Community College
Rollins College
Roosevelt University
Rowan University
Rubin Museum of Art
Rust College
Rutgers University
Rutgers University, Camden

S

Sacramento City College
Sacred Heart University

Saginaw Valley State University	Sarah Lawrence College
Saint Anselm College	Seattle Central Community College
Saint Bonaventure University	Seattle University
Saint Catherine University	Seton Hall University
Saint Cloud Technical and Community College	Shaw University
Saint Cloud State University	Shimer College
Saint Edward's University	Shippensburg University
Saint Francis University	Simpson College
Saint John's University	Sinclair Community College
Saint Joseph's College	Skidmore College
Saint Lawrence University	Smith College
Saint Leo University	Sonoma State University
Saint Louis College of Pharmacy	Southeastern Louisiana University
Saint Louis Community College	Southern Adventist University
Saint Louis University	Southern Arkansas University
Saint Mary's College (IN)	Southern Connecticut State University
Saint Mary's College of Maryland	Southern Illinois University, Carbondale
Saint Mary's College of California	Southern Illinois University, Edwardsville
Saint Michael's College	Southern Methodist University
Saint Olaf College	Southern Oregon University
Saint Thomas University	Southern University Baton Rouge
Saint Xavier University	Southern Vermont College
Salem State University	Southwest Minnesota State University
Salisbury University	Southwestern College
Salve Regina University	Southwestern Oklahoma State
Sam Houston State University	Spelman College
San Francisco Conservatory of Music	Springfield College
San Francisco State University	Stanford University
San Jose City College	State University College at Brockport
San Jose State University	State University College at Cortland
Santa Barbara City College	State University College at Fredonia
Santa Clara University	State University College at Geneseo
Santa Rose Junior College	State University College at New Paltz

State University College at Old Westbury
State University College at Oswego
State University College at Plattsburgh
State University College at Rockland
Stephen F. Austin State University
Stetson University
Stonehill College
Stony Brook University
Suffolk University
Susquehanna University
Sweet Briar College
Syracuse University

T

Tabor College
Taylor University
Temple University
Tennessee State University
Texas A&M University
Texas Christian University
Texas Southern University
Texas State University—San Marcos
Texas Tech University
Thiel College
Touro College
Towson University
Transylvania University
Trine University
Trinity College Dublin (Ireland)
Trinity College (CT)
Trinity University (DC)
Truman State University
Tulane University
Tulsa Community College

Tuskegee University

U

Union College
Union Presbyterian Seminary
United States Air Force Academy
United States Naval Academy
University of Munster (Germany)
University at Albany
University at Buffalo
University College Cork (Ireland)
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville
University of Alaska Fairbanks
University of Alaska Southeast Juneau
University of Amsterdam
University of Arizona
University of Arkansas
University of Arkansas at Fort Smith
University of Arkansas at Fayetteville
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Baltimore
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Central Arkansas

University of Central Florida	University of Maryland, College Park
University of Central Missouri	University of Maryland, University College
University of Central Oklahoma	University of Massachusetts, Amherst
University of Chicago	University of Massachusetts, Boston
University of Cincinnati	University of Massachusetts, Dartmouth
University of Colorado, Boulder	University of Massachusetts, Lowell
University of Colorado, Colorado Springs	University of Miami
University of Connecticut	University of Michigan, Ann Arbor
University of Dallas	University of Michigan, Flint
University of Dayton	University of Minnesota
University of Essex (United Kingdom)	University of Mississippi
University of Findlay	University of Missouri
University of Florida	University of Montana
University of the Free State (South Africa)	University of Montevallo
University of Georgia	University of Nebraska, Lincoln
University of Groningen (Netherlands)	University of Nebraska, Kearney
University of Hartford	University of Nebraska, Omaha
University of Hawaii at Hilo	University of Nevada, Las Vegas
University of Hawaii at Manoa	University of Nevada, Reno
University of Hertfordshire (United Kingdom)	University of New Mexico
University of Houston	University of North Carolina at Chapel Hill
University of Idaho	University of North Carolina at Charlotte
University of Illinois, Springfield	University of North Carolina at Greensboro
University of Illinois, Urbana-Champaign	University of North Carolina at Pembroke
University of Iowa	University of North Carolina at Wilmington
University of Kansas	University of North Florida
University of Kentucky	University of North Georgia
University of Louisiana at Lafayette	University of North Texas
University of Louisiana at Monroe	University of Notre Dame
University of Maine	University of Oklahoma
University of Maine at Machias	University of Oregon
University of Manchester (United Kingdom)	University of Paris (France)
University of Mary Washington	University of Phoenix
University of Maryland, Baltimore County	University of Pittsburgh

University of Pittsburgh at Greensburg
University of Pittsburgh at Johnstown
University of Portland
University of Puerto Rico, Río Piedras
University of Puget Sound
University of Redlands
University of Rhode Island
University of Richmond
University of Rio Grande
University of Rochester
University of Rome (Italy)
University of San Diego
University of Scranton
University of Sioux Falls
University of South Carolina
University of South Carolina, Lancaster
University of South Dakota
University of South Florida
University of Southern California
University of Tennessee at Chattanooga
University of Tennessee at Martin
University of Texas at Austin
University of Texas at El Paso
University of Texas—Pan American
University of Texas—Permian Basin
University of Texas at San Antonio
University of Texas at Tyler
University of the Sciences in Philadelphia
University of the South
University of Tokyo (Japan)
University of the West
University of Tulsa
University of Utah
University of Vermont

University of Virginia
University of Virginia's College at Wise
University of Washington
University of Washington Bothell
University of Washington Tacoma
University of Wisconsin, Green Bay
University of Wisconsin, La Crosse
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Oshkosh
University of Wisconsin, Parkside
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Waukesha
University of Wisconsin, Whitewater
University of Wyoming
University of York (Canada)
Ursinus College
Ursuline College
Utah State University
Utah Valley University
Utica College

V

Valdosta State University
Valparaiso University
Vanderbilt University
Vanguard University
Vassar College
Ventura College
Villanova University
Virginia Commonwealth University
Virginia State University
Virginia Tech

Volunteer State Community College
Voorhees College

W

Wabash College
Wagner College
Wake Forest University
Warren Wilson College
Washburn University
Washington & Jefferson College
Washington and Lee University
Washington State University
Washington University in Saint Louis
Wayne State University
Weber State University
Wellesley College
Wesleyan University
West Chester University
West Los Angeles College
West Texas A&M University
West Valley College
West Virginia University
West Virginia University at Parkersburg
Western Carolina University
Western Illinois University
Western Kentucky University
Western Michigan University
Western Nevada College
Western Oregon University
Western Washington University
Westminster College
Wheaton College (MA)
Whitworth University
Wichita State University

Widener University
Wilbur Wright College
Wilkes University
Willamette University
William Paterson University
Williams College
Wingate University
Winona State University
Winston Salem State University
Winthrop University
Wisconsin Lutheran College
Wittenberg University
Wofford College
Wright College
Wright State University

X

Xavier University (OH)
Xavier University of Louisiana

Y

Yakima Valley Community College
Yale University
Yeshiva University
York University (United Kingdom)

APPENDIX D | Institutional Affiliations of Seminar and Institute Project Directors

Adelphi University	Newberry Library
American University	Newcastle University (United Kingdom)
Arizona State University	North Seattle Community College
Ball State University	Northern Virginia Community College
Bethel University	Northwestern University
Binghamton University	Ohio State University
Boston University	Oregon State University
Bryn Mawr College	Pomona College
Brown University	Princeton University
California Institute of Technology	Purdue University
California State University, Long Beach	Queens College
California State University, Northridge	Rice University
Calvin College	Rutgers University
Carnegie Council for Ethics in International Affairs	Saint Mary's College of California
Case Western Reserve University	Stanford University
City University of New York	State University College at Old Westbury
Claremont School of Theology	Temple University
College of the Holy Cross	Texas A&M University
Columbia University	University at Buffalo
Cornell University	University of Arizona
Davidson College	University of Auckland (New Zealand)
Emory University	University of California at Berkeley
Folger Shakespeare Library	University of California at Irvine
Georgetown University	University of California at Los Angeles
Georgia College and State University	University of California at Riverside
Georgia State University	University of Chicago
Johns Hopkins University	University of Colorado
Kent State University	University of Connecticut
Massachusetts College of Liberal Arts	University of Copenhagen (Denmark)
New York Public Library	University of Hawaii
	University of Illinois at Urbana-Champaign

University of Kansas
University of Kentucky
University of Manchester (United Kingdom)
University of Maryland
University of Massachusetts at Amherst
University of Michigan
University of Missouri
University of Nebraska
University of North Carolina at Chapel Hill
University of New England
University of Notre Dame
University of Pennsylvania
University of Pittsburgh
University of Rochester
University of South Carolina
University of South Florida
University of Tennessee
University of Tennessee at Chattanooga
University of Texas at Austin
University of Utah
University of Virginia
University of Wisconsin at Madison
Vassar College
Washington University Saint Louis
Wesleyan University
Western Michigan University
Yale University

APPENDIX E | Selected Teaching Awards Won by NEH Seminar and Institute Participants

Adrian College, Ross Newsome Teaching Excellence Award
Arizona State University, Associated Students of Arizona State Centennial Professor
Augustana College, Presidential Teacher's Award
Bucknell University, Class of 1956 Lectureship for Inspirational Teaching
Bucks County Community College, Lindback Award for Distinguished Teaching
California State University, Fresno, College of Arts & Humanities Award for Excellence in Technology in Teaching, Research, and Service
California State University, Sacramento, John C. Livingston Annual Faculty Lecture Award
Capital University, Praestantia Award for Excellence in Teaching
Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education, Tennessee Professor of the Year
Casper College, Rosenthal Outstanding Teacher Award
Coe College, Charles Lynch Teaching Prize for Excellence in Teaching
College of the Holy Cross, Distinguished Teacher of the Year
Delta State University, S. E. Kossman Outstanding Teacher Award
Dowling College, Teacher of the Year
Edgewood College, James R. Underkofler Excellence in Undergraduate Teaching Award
Eastern Oregon University, Distinguished Teaching Faculty Award
Faculty Merit Foundation of West Virginia, Professor of the Year Finalist
Georgia Institute of Technology, Geoffrey G. Eicholz Faculty Teaching Award
Grove City College, Professor of the Year
Lane Community College, Annual Faculty Recognition Award for Excellence in Teaching
La Salle University, Lindback Award for Distinguished Teaching
Lasell College, Thomas E. J. de Witt Award for Excellence as an Educational Leader
Methodist University, Professor of the Year
Michigan State University, Center for Integrative Studies, Fitz Award for Excellence in Teaching
Mississippi Humanities Council, Humanities Educator of the Year Award
Mississippi State University, John Grisham Master Teaching Award
Northland Community & Technical College, Excellence in Teaching Award
Norwich University, Charles A. Dana I Award for Excellence in Teaching

Ohio Association of Two Year Colleges Curriculum Scholarship

Ohio Wesleyan University, Sherwood Dodge Shankland Award for the Encouragement of Teachers

Otterbein University, Teacher of the Year

Philadelphia University, President's Award for Teaching Excellence

Pima Community College, Distinguished Faculty Award

Rhodes College, Clarence Day Award for Outstanding Teaching

Saint Xavier University, College of Arts and Sciences Teacher-Scholar Award

South Carolina Independent Colleges & Universities, Excellence in Teaching Award

Southern Methodist University, President's Associates Outstanding Faculty Award

Texas Christian University, College of Fine Arts Award for Distinguished Teaching

Transylvania University, Bingham Award for Excellence in Teaching

Trine University, Outstanding Adjunct Faculty Member

Trinity College Dublin, All-Ireland Award for Excellence in Undergraduate Teaching

University of California at Irvine, Teaching Wall of Fame (Comparative Politics and Political Theory)

University of California at Santa Barbara, S. Stephen Marcus Innovation in Teaching Award

University of Central Missouri, Governor's Excellence in Teaching Award, Byler Distinguished Professor Award

University of Georgia, Franklin College of Arts and Sciences, Sandy Beaver Excellence in Teaching Award

University of Georgia, Josiah Meigs Distinguished Teaching Associate Professorship

University of Georgia, Pan-Hellenic Association, Outstanding Professor Award

University of Nevada at Las Vegas Foundation, Distinguished Teaching Award

University of North Carolina at Pembroke, University Teaching Award

University of North Carolina at Wilmington, Board of Trustees Teaching Excellence Award

University of North Texas, Thomas Preston Award for Outstanding Undergraduate Teaching

University of Scranton, Award for Excellence in Interdisciplinary Teaching

University of South Florida, Provost's Award for Outstanding Undergraduate Teaching

University of Texas at San Antonio, President's Distinguished Teaching Award for Core Curriculum

University of Wisconsin at Parkside, Stella Gray Teaching Excellence Award

Utah State University, Regional Campus Teacher of the Year

APPENDIX F | Selected Websites Inspired by Summer Seminars and Institutes

A participant in Christopher Kleinhenz's 2009 Seminar on "Dante's *Divine Comedy* and the Medieval World: Literature, History, Art," Louis Hamilton (Religious Studies, Drew University) subsequently produced an interactive map of the Mediterranean that focused on key centers of medieval history such as Florence, Jerusalem, and Mecca, and keyed pinpoints on the map to literary and historical reading passages as well as photographs or illustrations of the places mentioned.

https://users.drew.edu/lhamilton/cincproject/opening_page.html

After participating in Kathleen Lynch and Stephen Zwicker's "Habits of Reading in Early Modern England" Institute in 1997, Anna Battigelli (English, SUNY Plattsburgh) co-created the Early Modern Online Bibliography with Eleanor Shevlin (English, West Chester University of Pennsylvania).

<http://earlymodernonlinebib.wordpress.com/>

Cathy Benton (Religion and Islamic World Studies, Lake Forest College) created a website titled "Treasures of Ellora and Khuldabad: Hindu, Muslim, Buddhist, and Jain Shrines," which contains photographs, commentary, and music recorded in India, January 2003. Benton was a participant in Carl Ernst's 1999 Seminar on "The Literature of Islamic Mysticism."

<http://library.lakeforest.edu/collections/benton/data/research/Ellora/index.html>

Carmen Figueroa (Assistant Dean and Professor of Spanish, Northern Virginia Community College) created a website that contains a series of videos annotated with her commentary on George Scheper and Laraine Fletcher's 2011 "Revisioning of the Maya World: New Directions in Scholarship and Teaching" Summer Institute.

<http://mayanballgame.wordpress.com/>

Mark Van Stone (Art History, Southwestern College), who attended "Revisioning of the Maya World: New Directions in Scholarship and Teaching" Institute in 2011, subsequently wrote an iBook on Mayan prophecy: <https://itunes.apple.com/us/book/2012-science-prophecy-ancient/id555557425?mt=11> and also recorded a webcast with the Library of Congress: www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5665

Sharon M. Meagher (Philosophy, University of Scranton) created a website for students and faculty that contains sample syllabi, course materials, images, and other resources treating philosophical approaches to civic and urban life. Meagher was a participant in Robert Brueggemann's 1999 Institute on "The Built Environment of the American Metropolis: 1900–2000." Her website features commentary on relevant work by Thucydides, Rousseau, Jefferson, John Dewey, Walter Benjamin, and Jurgen Habermas, among many others.

<http://www.philosophyandthecity.org>

After taking David Jaffee's Institute on "American Material Culture: 19th-Century New York" in 2011, Arden Kirkland (Costumer/Drama Department, Vassar College) created an online collection on historic clothing that features photographs, sketches, commentary, and blog posts.

<http://pages.vassar.edu/vccc/>

Jeanne D. Petit (History Department, Hope College) created an online document collection on post-WWI social work by Catholic women for the digital database Women and Social Movements in the United States, 1600–2000, published by Alexander Street Press and SUNY Binghamton. Petit attended Alan Wolfe's Seminar on "Religious Diversity and the Common Good" in 2007.

<http://alexanderstreet.com/products/women-and-social-movements-united-states-1600-2000>

APPENDIX G | Publication Venues of Work Produced by NEH Summer Seminars and Institutes

Presses (Books):

ABC-CLIO	Fairleigh Dickinson University Press
Addison-Wesley	Frank & Timme Verlag
Aracne	Fundashon pa Planifikashon di Idioma
Ariadne Press	Gale
Ashgate	Gibbs-Smith
Autumn House Press	Greenwood Publishing Group / Greenwood Press
Ave Maria Press	Harvard University Press
B & H Academic	Houghton Mifflin
Bedford St. Martins	Idaho State University Press
Berghahn Books	Indiana University Press
Bloomsbury Press	Infobase Publishing
Bologna University Press	Inter-Disciplinary Press
Boydell and Brewer	Johns Hopkins University Press
Brepols Publishers	Juan de la Cuesta
Brill	Königshausen & Neumann
Broadview Press	Leuven University Press
Bryansk State University Press	Lexington Books
Cambridge Scholars Publishing	LIT Verlag
Cambridge University Press	Pearson Longman
Cascade Books	LSU Press
Cengage Learning	McFarland
Charles Scribner's Sons	MacMillan Reference USA
Columbia University Press	Mazzanti Editori
Cornell University Press	McGraw-Hill
Counterpath Press	MIT Press
Crossway Books	NYU Press
Dalkey Archive Press	Oxford University Press
Duquesne University Press	Palgrave MacMillan
Edwin Mellen Press	Parlor Press
Elsevier	Pearson
Emerald Press	Penn State University Press
F & G Editores	Pickering and Chatto
Ferdinand Schöningh	Praeger

Praesens
 Punctum Books
 Purdue University Press
 Rodopi
 Routledge
 Rowman & Littlefield
 Rutgers University Press
 Sage Publications
 Sheffield Phoenix Press
 Springer
 St. Osmund Press
 State University of New York Press
 Susquehanna University Press
 Syracuse University Press
 Temple University Press
 Texas A&M University Press
 Troubadour Publishing
 University of Arizona Press
 University of Arkansas Press
 University of California Press
 University of Chicago Press
 University of Delaware Press
 University of Georgia Press
 University of Hawaii Press
 University of Illinois Press
 University of Iowa Press
 University of Massachusetts Press
 University of Michigan Press
 University of Minnesota Press
 University of Missouri Press
 University of Nebraska Press
 University of North Carolina Press
 University of Notre Dame Press
 University of Oklahoma Press
 University of Pennsylvania Press
 University of San Diego Press
 University of Tennessee Press
 University of Texas Press

University of Toronto Press
 University of Utah Press
 University of Virginia Press
 University of Washington Press
 University of Wisconsin Press
 University Press of Kentucky
 University Press of Mississippi
 University Press of New England
 Wessex Institute of Technology Press
 Wiley-Blackwell
 Wipf and Stock Publishers
 Yale University Press

Journals, Magazines, and Newspapers (Articles and Book Reviews):

Acoma: A European Journal of American Studies
 Acta ad Archaeologiam et Artium Historiam
 Pertinentia
 Aesthetic Pathways
 African American Review
 Against the Grain
 Al Raida
 Albion
 American Literary History
 Amerasia Journal
 American Anthropologist
 American Catholic Studies
 American Historical Review
 American Journal of Archaeology
 American Journal of Islamic Social Science
 American Nineteenth-Century History
 American Philosophical Association Newsletter
 American Philosophical Newsletter on Feminism and
 Philosophy
 American Philosophical Quarterly
 American Quarterly
 American Transcendental Quarterly
 Andean Past

Anglo-Saxon England	Classical and Medieval Literature Criticism
Annali d'Italianistica	Classical World
Anthropological Forum	College English
Arcadia Magazine	Colloquia Germanica
Arkansas Historical Quarterly	Colorado Review of Hispanic Studies
Ars Longa	Comedia Performance
Arthuriana	Community College Humanities Review
AAPI Nexus: Asian Americans and Pacific Islanders: Policy, Practice, and Community	Community College Journal
Asian Philosophy	Comparative Drama
Asian Studies Notes	Comparative Literature Studies
ASIANetwork Exchange	Consciousness and Cognition
Behavioral Sciences and the Law	Contemporary Literature
Between the Species	Contemporary Political Theory
Biblical Interpretation	Contemporary Pragmatism
Boletín	Context
British Journal of Aesthetics	Council of Societies for the Study of Religion Bulletin
Buddhist-Christian Studies	Critical Education
Bulletin of the Comediantes	Cryptologia
Bulletin of the History of Medicine	Cuadernos de Investigación Histórica
Bulletin of the Royal Institute for Inter-Faith Studies	Cultural Analysis
Cahiers du Dix-septième: An Interdisciplinary Journal	Cultural Geographies
Cahiers du Musée national d'art moderne	Cycnos: Etudes Anglophone
Cahiers Élisabéthains	Daedalus
Calque	Decorative Expressions
Cambridge Opera Journal	Dance Research Journal
Cambridge Quarterly	Dieciocho: Hispanic Enlightenment
Canadian Theatre Review	Diplomatic History
Cartographica	Diversity & Democracy
Catholic Historical Review	Early American Literature
CEA [College English Association] Critic	Early Modern Women
Celestinesca	Early Science and Medicine
Cercles	East-West Connections: Review of Asian Studies
Chasqui: Revista de literatura latinoamericana	Education About Asia
Chazen Museum of Art Bulletin	Educational Theory
Choice	Eighteenth Century Fiction
Christianity and Literature	Eighteenth Century Studies
Church History	Environmental Ethics
	Esprit Créateur

Essays in Medieval Studies	Historical New Hampshire
Ethics & the Environment	Historical Reflections/Réflexions historiques
Ethics	History and Theory
Ethnic and Racial Studies	History Teacher
Ethnomusicology	Hopkins Review
European Journal for Philosophy of Science	Human Ecology
European Romantic Review	Human Rights Quarterly
Exemplaria	Humanistica Lovaniensia
Existential: An International Journal of Philosophy	Hume Studies
Feminist Studies	Hypatia
Fifteenth Century Studies	Indiana Magazine of History
Fifth Wednesday Journal	Inquiry
Film and History	International Briefs for Higher Education Leaders
Flannery O'Connor Review	International Journal of Civic, Political, and Community Studies
Florida Historical Quarterly	International Journal of Interdisciplinary Social Sciences
Florilegium	International Journal of Jewish Education
Forum Italicum	International Journal of Middle East Studies
Foundations of Science	International Journal of Multicultural Studies
Fourth R	International Journal of Philosophical Studies
French Forum	International Journal of the Classical Tradition
Frontiers of Philosophy in China	International Organization
Fugue	International Philosophical Quarterly
Genre: Forms of Discourse and Culture	International Studies in Philosophy
Geoforum	Intertexts
Georgia Historical Quarterly	Iowa Journal of Cultural Studies
Georgia Review	Italian Culture
German Quarterly	Italian Studies
German Studies Review	James Joyce Literary Supplement
Germanic Notes and Reviews	James Joyce Quarterly
Global Journal of Hip Hop Culture	John Donne Journal
Global Networks	Journal for Speculative Philosophy
Hawaiian Journal of History	Journal for the History of Philosophy
Hardy Review	Journal for the Liberal Arts and Sciences
Hebraic Political Studies	Journal for the Study of Religion
Hispania	Journal for the Study of Religion, Nature, and Culture
Hispanic American Historical Review	Journal of Aesthetic Education
Hispanic Journal	Journal of Aesthetics and Art Criticism
Historian	

<i>Journal of Africana Religions</i>	<i>Journal of the Early Book Society</i>
<i>Journal of Asian American Studies</i>	<i>Journal of the Early Republic</i>
<i>Journal of Austrian Studies</i>	<i>Journal of the Gilded Age and Progressive Era</i>
<i>Journal of Biblical Literature</i>	<i>Journal of the History of Biology</i>
<i>Journal of Bioethical Inquiry</i>	<i>Journal of the History of Philosophy</i>
<i>Journal of British Studies</i>	<i>Journal of the International Society for the History of Philosophy of Science</i>
<i>Journal of Church and State</i>	<i>Journal of the Society of Architectural Historians</i>
<i>Journal of Consciousness Studies</i>	<i>Journal of the Space Between: Literature and Culture, 1914–1945</i>
<i>Journal of Contemporary African Art</i>	<i>Journal of Third World Studies</i>
<i>Journal of Contemporary Ethnography</i>	<i>Journal of Women in Culture and Society</i>
<i>Journal of Daoist Studies</i>	<i>Journal of Women's History</i>
<i>Journal of Dramatic Theory and Criticism</i>	<i>Journalism and Mass Communications Quarterly</i>
<i>Journal of Early Christian Studies</i>	<i>Journalism History</i>
<i>Journal of Early Modern History</i>	<i>Joyce Studies Annual</i>
<i>Journal of Early Modern Studies</i>	<i>Keats-Shelley Journal</i>
<i>Journal of English and Germanic Philology</i>	<i>Law and Politics Book Review</i>
<i>Journal of Experimental & Theoretical Artificial Intelligence</i>	<i>Library: Transactions of the Bibliographical Society</i>
<i>Journal of Historical Geography</i>	<i>Lillian Hellman Newsletter</i>
<i>Journal of Historical Research in Music Education</i>	<i>Left History</i>
<i>Journal of Late Antiquity</i>	<i>Lingüística y Literatura</i>
<i>Journal of Law, Religion, and State</i>	<i>Literal Latte</i>
<i>Journal of Library Metadata</i>	<i>Literary Imagination</i>
<i>Journal of Maritime Archaeology</i>	<i>Literature and Theology</i>
<i>Journal of Medieval and Early Modern Studies</i>	<i>Literature Compass</i>
<i>Journal of Medieval Latin</i>	<i>Locus Social: Journal of Social Work, Social Policy & Society</i>
<i>Journal of Modern Italian Studies</i>	<i>Los Angeles Review of Books</i>
<i>Journal of Narrative Theory</i>	<i>Luso-Brazilian Review</i>
<i>Journal of Neo-Victorian Studies</i>	<i>M/C [Media and Culture] Journal</i>
<i>Journal of Nietzsche Studies</i>	<i>Mandorla: New Writing from the Americas/Nueva escritura de las Américas</i>
<i>Journal of Planning History</i>	<i>Master Drawings</i>
<i>Journal of Politics</i>	<i>Medieval and Renaissance Drama in England</i>
<i>Journal of Religion</i>	<i>Medieval and Renaissance Texts and Studies</i>
<i>Journal of Scottish Philosophy</i>	<i>Medieval Encounters</i>
<i>Journal of Social History</i>	<i>Medieval Feminist Forum \ Medieval Feminist Newsletter</i>
<i>Journal of Speculative Philosophy</i>	<i>Medieval Review</i>
<i>Journal of the American Academy of Religion</i>	
<i>Journal of the American Medical Association</i>	

MELUS [Multi-Ethnic Literature of the United States] Journal	Notre Dame Philosophical Reviews
Merton Annual	Old English Newsletter
Merton Journal	Oral History Review
Merton Seasonal	Organization of American Historians Magazine of History
Metascience	Organization of American Historians Newsletter
Method and Theory in the Study of Religion	Oxford Art Journal
Michigan Historical Review	Pacific Northwest Quarterly
Mind and Language	Palabra y Persona
Missouri Historical Review	PALARA: Publication of Afro-Latin/American Research Association
Modern Language Notes	Partial Answers: Journal of Literature and the History of Ideas
Modern Austrian Literature	Patristic and Byzantine Review
Modern Drama	Pedagogy
Modern Fiction Studies	Pensée Libre
Modern Language Review	Pennsylvania Magazine of History and Biography
Modern Language Studies	Perspectives on Politics
Modern Philology	Perspectives on Science
Modern Schoolman	Philadelphia Inquirer
Modernism/Modernity	Philological Quarterly
Monist	Philosophical Explorations
Music Quarterly	Philosophical Forum
Napa Valley Register	Philosophical Frontiers
Narrative	Philosophical Issues
Neophilologus	Philosophical Papers
Neuphilologische mitteilungen	Philosophical Psychology
New England Quarterly	Philosophical Topics
New England Review	Philosophy
New German Critique	Philosophy and Geography
New Hibernia Review	Philosophy and Literature
New Ideas in Psychology	Philosophy and Phenomenological Research
New Yearbook for Phenomenology and Phenomenological Philosophy	Philosophy and Rhetoric
New York History	Philosophy Compass
Newsletter of the American Handel Society	Philosophy in Review
Nineteenth-Century French Studies	Philosophy in the Contemporary World
Nineteenth Century Studies	Philosophy of Science
Norman Mailer Review	Philosophy of the Social Sciences
Northwest Hawai'i Times	Phoenix
Notes and Queries	

Physics in Perspective	Romanticism: The Journal of Romantic Literature and Culture
Pluralist	Royal Institute of Philosophy Supplement
Policy Studies	Russian Review
Political Theory	Schriften der Heimito von Doderer-Gesellschaft
Politics and Religion	Science and Education
Politique et Sociétés	Science and Public Policy
Polity	Scientific Review of Mental Health Practice
Postmedieval: A Journal of Medieval Cultural Studies	Scriblerian
Pragmatism Today	Sculpture
Presidential Studies Quarterly	Seattle Review
Process Studies	Seminar
Radical Philosophy Review	Seventeenth-Century News
Rationality, Markets, and Morals	Sewanee Theological Review
Recorder: the Journal of the American Irish Historical Society	Sidney Journal
Religion and Literature	Sirena: poesía, arte y crítica
Religion in the Age of Enlightenment	Sixteenth Century Journal
Religion, State, and Society	Slavic Review
Religions	Social Science History
Renaissance Quarterly	Sophia: International Journal for Philosophy of Religion, Metaphysical Theology, and Ethics
Renaissance Studies	Soundings
Renascence: Essays on Value in Literature	South Carolina Review
Rendezvous: Idaho State University Journal of Arts and Sciences	South Central Review
Reports of the National Center for Science Education	Southern Humanities Review
Res Philosophica	Southern Journal of Philosophy
Research in African Literatures	Southwest Philosophy Review
Resources for American Literary Study	Speculum
Review and Expositor	Spotlight on Teaching, American Academy of Religion
Review of Contemporary Fiction	Sprache und Literatur
Review of English Studies	Studia Patristica
Review of General Psychology	Studies in American Culture
Review of Philosophy and Psychology	Studies in American Indian Literatures
Revista de Critica Literaria Latinoamericana	Studies in Eighteenth-Century Culture
Revista de Estudios Hispánicos	Studies in English Literature 1500-1900
Revista de Historia Contemporánea	Studies in History and Philosophy of Science
Rhetoric Society Quarterly	Studies in Iconography
Romance Notes	Studies in Medieval and Renaissance Teaching
Romanic Reviews	Studies in Religion / Sciences Religieuses

<i>Studies in the Literary Imagination</i>	<i>Women's Writing</i>
<i>Studies in Travel Writing</i>	<i>Wordsworth Circle</i>
<i>St. John's Review</i>	<i>Yale French Studies</i>
<i>Studies on Voltaire and the Eighteenth Century</i>	<i>Yale University Library Gazette</i>
<i>Subsidia</i>	
<i>SubStance</i>	
<i>Syllecta Classica</i>	
<i>Synthese</i>	
<i>Teaching Theology & Religion</i>	
<i>Telos</i>	
<i>Tennessee Historical Quarterly</i>	
<i>Tennessee Williams Annual Review</i>	
<i>Textual Practice</i>	
<i>Textus: English Studies in Italy</i>	
<i>Theatralia</i>	
<i>Theatre Journal</i>	
<i>Theological Studies</i>	
<i>Theoria</i>	
<i>Theoria et Historia Scientiarum: International Journal for Interdisciplinary Studies</i>	
<i>Third Coast</i>	
<i>Third World Quarterly</i>	
<i>Times Higher Education</i>	
<i>Transformations: Journal of Media and Culture</i>	
<i>Translation and Literature</i>	
<i>Twentieth-Century Literature</i>	
<i>Ukrainian Quarterly</i>	
<i>Ulbandus</i>	
<i>University of Florida Journal of Law & Public Policy</i>	
<i>U.S. Catholic Historian</i>	
<i>Variaciones Borges</i>	
<i>Victorian Studies</i>	
<i>Visual Resources: An International Journal of Documentation</i>	
<i>Water Alternatives</i>	
<i>Western American Literature</i>	
<i>Wicazo Sa Review</i>	
<i>Wisconsin People and Ideas</i>	
<i>Women in French Studies</i>	

APPENDIX H | Presentations by Seminar and Institute Participants at Academic Conferences by Organization and Venue

Eighteenth- and Nineteenth-Century British Women Writers Association	American Religion and Literature Society (member organization of American Literature Association)
Twentieth- and Twenty-First Centuries French and Francophone Studies International Colloquium	American Musicological Society
Twentieth-Century Literature Conference	American Musicological Society—South-Central Chapter
Adalbert Stifter-Institut	American Musicological Society—Southwest Chapter
Advanced Placement Graders	American Philosophical Association
African Literature Association	American Philosophical Association, Central Division
African Studies Association	American Philosophical Association, Pacific Division
Albert M. Greenfield Digital Center for the History of Women's Education (Bryn Mawr College)	American Political Science Association
American Academy of Religion	American Public Health Association
American Anthropological Association	American Society for Aesthetics
Society for Urban, National and Transnational/Global Anthropology (American Anthropological Association)	American Society for Eighteenth-Century Studies
American Association of Philosophy Teachers	American Society for Environmental History
American Association of Teachers of French	American Society for Legal History
American Chemical Society	American Society of Church History
American College Health Association	American Society of Environmental Historians
American Comparative Literature Association	American Studies Association
American Conference for Irish Studies	Archaeological Institute of America
American Folklore Society	Archive of Performances of Greek and Roman Drama (Oxford University)
American Historical Association	Arizona Center for Medieval and Renaissance Studies
Pacific Coast Branch of the American Historical Association	Art Institute of Chicago
American Literature Association: Thoreau Society	Asian Studies Development Program
	ASIANetwork

Asociación de Colombianistas	Association of Writers & Writing Programs
Asociación Internacional de Hispanistas	Associazione Internazionale di Archeologia Classica (International Association for Classical Archaeology)
Associated Writers Programs	Athens Institute for Education and Research
Association for Asian American Studies	Attending to Early Modern Women Conference
Association for Asian Studies	Augustinian Institute (Villanova University)
Association for Environmental Studies and Sciences	Australian Victorian Studies Association
Association for Feminist Epistemologies, Methodologies, Metaphysics, and Social Studies	Austrian Association for American Studies
Association for Jewish Studies	Austrian Cultural Forum, the Ingeborg Bachmann Centre, and the Heimito von Doderer-Gesellschaft
Association for Practical and Professional Ethics	Berkshire Conference on Women Historians
Association for Slavic, East European, and Eurasian Studies	Bibliografía de Escritoras Españolas (BIESES)
Association for Social Anthropology in Oceania	Bibliographical Society
Association for the Study of African American Life and History	Birkbeck Institute for the Humanities (University of London)
Association for the Study of Eastern Christian History and Culture	Black New England Conference
Association for the Study of Literature and Environment	British Association for Romantic Studies
Association for the Study of New Literatures in English (GNEL/ASNEL)	British Association for Victorian Studies
Association for the Study of the World Wide African Diaspora	British Scholar Society
Association for Theatre in Higher Education	British Society for Eighteenth-Century Studies
Association of American Geographers	British Society of Aesthetics
Association of Art Historians	Business History Annual Conference
Association of Chinese and Comparative Literature	Byzantine Studies Association of North America
Association of Collegiate Schools of Architecture	California World History Association
Association of Environmental Studies and Sciences	Canadian Association for Irish Studies
Association of Literary Scholars	Canadian Historical Association
Association of Theatre in Higher Education	Canadian Society for Digital Humanities
	Canadian Society for History and Philosophy of Science
	Caribbean Studies Association
	Center for Interdisciplinary Studies (Bielefeld University)

Center for New England Culture (University of New Hampshire)	College Music Society
Center for Renaissance & Baroque Studies (University of Maryland, College Park)	Collegium for African American Research
Center for the Study of Latino/a Christianity and Religions (Perkins School of Theology, SMU)	Community College Humanities Association
Center for the Study of Race & Ethnicity (Columbia University)	Conference on College Composition and Communication
Center for the Study of the New South (University of North Carolina, Charlotte)	Conference on Religion, Literature, and Art
Center for the Study of Vietnam (Texas Tech University)	Consortium on the Revolutionary Era
Center for Western Studies (Augustana College)	Consiglio Nazionale delle Ricerche (National Research Council)
Center for Women, Gender and Sexuality Studies (Florida Atlantic University)	Cultural Studies Association
Central States Philosophical Association	Czechoslovak Society of Arts and Sciences
Centre de recherche et de documentation sur les Amériques	Dante Alighieri Society
Centre for Reformation and Renaissance Studies (Victoria University in the University of Toronto)	Dante Society of America
Centre for the Study of Post-Conflict Cultures and School of Modern Languages and Cultures, University of Nottingham	Delaware Valley Medieval Association
Centre for Victorian Studies (University of Exeter)	Dharma Academy of North America
Chicago Humanities Festival	Division of Logic, Methodology and Philosophy of Science
Classical Association	Dutch-Flemish Society for Music Theory
Classical Association of the Middle West and South	Early Modern Image and Text Society
Classical Association of Virginia	East-Central American Society for Eighteenth-Century Studies
Clements Center for Southwestern Studies (Southern Methodist University)	Eastern Communication Association
Coalition of Women Scholars in the History of Rhetoric and Composition	Eastern Illinois University
College Art Association	East-West Center
College Board	Endowment and the Coalition for Western Women's History
College English Association	European Association for Urban History
College Language Association	European Philosophy of Science
	European Society for Analytic Philosophy
	Exeter Interdisciplinary Institute (University of Exeter)
	Ezra Pound International Conference
	Fannie Lou Hamer Institute (Jackson State University)
	Federal Jamestown 400th Commemoration Commission
	Florida Conference of Historians

Foundations in Art: Theory and Education	Institute of Musical Research (University of London)
Franke Institute for the Humanities (University of Chicago)	Instituto Internacional de Literatura Iberoamericana
Free Press	Instituto Nacional de Antropología
Grupo de Estudios sobre la Mujer en España y las Américas [pre -1800] (GEMELA)	Interdisciplinary Nineteenth-Century Studies Association
German Studies Association	International Alain Chartier Society
Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (Yale University)	International American Studies Association
Great Lakes College Association	International Association for Philosophy and Literature
Group for Early Modern Cultural Studies	International Association for Robin Hood Studies
Hallische Händel-Festspiele (Halle Handel Festival)	International Association for Science, Technology & Society
Hamburg Institute for Social Research	International Association for the Study of Irish Literatures
Harrison Institute for American History, Literature and Culture, with the International Center for Jefferson Studies	International Association for the Study of Popular Music (United States)
Hawaii International Conference on Arts and Humanities	International Association for the Study of Traditional Environments
Historical Society of New Mexico	International Centre for Suppressed Music, with the Institute of Musical Research
History of Movie-going, Exhibition and Reception Network (HOMER)	International Conference for the Humanities and Social Sciences
History of Science Society	International Conference on Patristics (Oxford University)
II Congresso Sul-Americano de História	International Conference on Romanticism
Illinois Medieval Association	International Conference on the History of Cartography
Immigration History Research Center	International Conference on the History of Computers and Informatics in the Soviet Union and Russian Federation
Independent Sector	International Conference Trans-Acciones
Institut des Hautes Etudes de l'Amérique latine, Sorbonne, Paris	International Congress on Medieval Studies (Kalamazoo College)
Institute for Feminist Theory and Research	International Congress on the Enlightenment
Institute for Medieval Studies (Leeds University)	International Convention of Asia Scholars
Institute for the Public Life of Arts and Ideas (McGill University)	International Daoist Conference
Institute of English Studies (University of London)	
Institute of Lithuanian Literature and Folklore	

International Deleuze Studies Conference	League for Innovation in the Community College
International Herbert Marcuse Society	Learning and Study Skills Association
International Institute of Applied Aesthetics (University of Helsinki)	Literarisches Colloquium Berlin
International Musicological Society	Massachusetts Historical Society
International Philosophers for the Prevention of Nuclear Omnicide (IPPNO)	McNeil Center for Early American Studies (University of Pennsylvania)
International Society for Environmental Ethics	Media Ecology Association
International Society for Neo-Platonic Studies	Medieval Academy of America
International Society for the Study of Medievalism	Medieval Association of the Midwest
International Society for the Study of Narrative	Mediterranean Studies Association
International Society for the Study of Religion, Nature, and Culture	Middle East Studies Association
International Society of Anglo-Saxonists	Mideast Conference on Christianity and Literature
International Studies Association	Mid-Hudson Medieval Circle
International Union of Anthropological and Ethnological Sciences	Midwest American Conference for Irish Studies
International Working Party for Documentation and Conservation of Buildings, Sites and Neighbourhoods of the Modern Movement	Midwest Conference on British Studies (North American Conference on British Studies)
Italian Society for Eighteenth-Century Studies with the British Society for Eighteenth-Century Studies	Midwest Political Science Association
Johnson Society of the Central Region	Midwestern Association of Latin American Studies
Jonathan Edwards Society	Modern Austrian Literature and Cultural Association
Jornadas Andinas de Literatura Latinoamericana y Brasileira	Modern Language Association
Kennedy Center American College Theatre Festival	Midwest Modern Language Association
Kentucky Foreign Language Conference	Northeast Modern Language Association
Latin American Jewish Studies Association	Rocky Mountain Modern Language Association
Latin American Studies Association	South Atlantic Modern Language Association
Law Division of the Association for Education in Journalism and Mass Communication	South Central Modern Language Association
	Modernist Studies Association
	Mormon History Association
	Mormon Scholars in the Humanities
	Mountain Interstate Foreign Language Conference

Mountain-Plains Philosophy Conference	North American Victorian Studies Association
National Association of Media	North Texas Philosophical Association
National Communication Association	Northeast American Society for Eighteenth Century Studies
National Conference of Black Political Scientists	Northeast Conference on British Studies
National Conference on Race and Ethnicity in American Higher Education	Northern Great Plains Conference on Early British Literature
National Council of Teachers of English	Northwest Chapter of the Art Libraries Society of North America
National Cowboy and Western Heritage Museum	Northwest Philosophy Conference
National Endowment for the Humanities	Oceanic Popular Culture Association Conference
National Maritime Museum (Greenwich, London)	Ohio Medieval Colloquium
National Science Foundation	Ohio Valley Shakespeare Conference
National Women's Studies Association	Ometeca Institute
Native American and Indigenous Studies Association	Omohundro Institute of Early American History and Culture
Nevada Museums Association	Organization for Security and Co-operation in Europe
New England American Studies Association	Organization of American Historians
New England Historical Association	Österreichische Gesellschaft für Literatur
New England Medieval Conference	Pacific Ancient and Modern Language Association
New Mexico West Texas Philosophical Association	Pacific Northwest Labor History Association, the Southwest Labor Studies Association, the Western Labor Communications Association, and the Western Region of the AFL-CIO
New York College English Association	Pacific Northwest Political Science Association
New York Conference on Asian Studies	Philosophy of Science Association
New York State Archaeological Association	Pilgrimage Institute (College of William and Mary)
New York State Association of European Historians	Pittsburgh Area Philosophy Colloquium
Nineteenth Century Studies Association	Policy Studies Organization
Norman Mailer Society	Popular Culture Association/American Culture Association (PCA/ACA): Midwest Popular and American Culture Association
North American Conference on British Studies	
North American James Joyce Conference	
North American Patristics Society	
North American Society for Seventeenth Century French Literature	
North American Society for the Study of Romanticism	

Queen Elizabeth I Society	Society for Music Theory
Ralph Waldo Emerson Society	Society for Philosophy and Psychology
Renaissance Conference of Southern California	Society for Philosophy of Religion
Renaissance Society of America	Society for Philosophy of Science in Practice
Rhetoric and Composition Program at The Ohio State University and the Coalition of Women Scholars in the History of Rhetoric and Composition	Society for Textual Scholarship
Rhetoric Society of America	Society for the Advancement of American Philosophy
Rocky Mountain Council on Latin American Studies	Society for the Advancement of Scandinavian Studies
Royal Geographical Society/Institute for British Geographers	Society for the Anthropology of North America
Rubin Museum of Art	Society for the Social Studies of Science (4S)
San Francisco State University	Society for the Study of American Women Writers
San Francisco Bay Area Feminism and Philosophy Workshop	Society for the Study of Multi-ethnic U.S. Literature
Sewanee Medieval Colloquium	Society for the Study of Narrative Literature
Sixteenth Century Society and Conference	Society for Utopian Studies
Social Science History Association	Society of Ancient Greek Philosophy with the Society for Study of Islamic Philosophy
Society for American Archaeology	Society of Architectural Historians
Society for American City and Regional Planning History	Society of Arts and Sciences
Society for American Music	Society of Biblical Literature
Society for Ancient Greek Philosophy	Society of Christian Philosophers (Eastern Regional Meeting)
Society for Cinema and Media Studies	Society of Early Americanists
Society for Commercial Archaeology	Society of Nineteenth-Century Americanists
Society for Ethnomusicology	Society of Pidgin and Creole Linguistics
Society for French Studies	South Asian Literary Association
Society for Historians of American Foreign Relations	South Carolina Historical Association
Society for Historians of the Early American Republic (SHEAR)	South Central Society for Eighteenth-Century Studies
Society for Historical Archaeology	Southeast World History Association
Society for Literature, Science, and the Arts	Southeastern College Art Conference (SECAC)
Society for Military History	Southeastern Medieval Association
	Southeastern Museums Conference

Southeastern Renaissance Conference	Western History Association
Southern Association of Women Historians	Western Literature Association
Southern Conference on African American Studies	Western Political Science Association
Southern Historical Association	Western Society for French History
Southwest Commission on Religious Studies	Women and Gender Historians of the Midwest
Southwestern Philosophical Society	Woodrow Wilson International Center for Scholars
Space Between: Literature and Culture, 1914–1945	Wordsworth Conference Foundation
Stop Surfing / Start Teaching National Conference	Wordsworth-Coleridge Association
Studio for Art, Faith, and History (Gordon College)	World History Association
Texas Medieval Association	World Union of Jewish Studies
T. S. Eliot Society	
The Historical Society	
The International Society for Inquisition Studies	
Thomas Hardy Association and The Yale Center for British Art	
Transatlantic Studies Association	
Twentieth Century Literature Conference	
U.S. Embassy and the Fulbright Commission of the Czech Republic	
Université de Paris 7-Diderot, Institut National des Langues et Civilisations Orientales (INALCO), and Université de Lyon	
University of California Digital Arts Network	
Urban Affairs Association	
Vernacular Architecture Forum	
Victorian Interdisciplinary Studies Association of the Western United States	
Victorian Popular Fiction Association (Kingston University London)	
Washington State University History Department	
Western Association of Women Historians	